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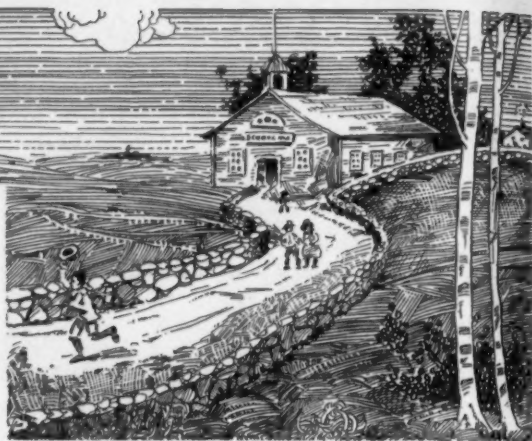


THE EXODUS OF THE WORKERS.



The "Helping Teacher"

A Superintendent's Wife



A few weeks ago it was my good fortune to spend a day visiting rural schools in company with a Helping Teacher, Miss Smith.

At first some of our school people thought the term Helping Teacher was not well chosen, but the more one sees of these women and their work, the more one feels that they are truly Helping Teachers—not District Supervisors, nor County Superintendent's Assistants, nor Rural Aids, but *Helping Teachers*. Also, the longer one watches the work the more fully one agrees with the school man who said "This is peculiarly a woman's job. A man can't do it."

We reached the first school a few minutes after nine. In order to reduce myself to the lowest possible visibility I took a back seat and opened my book. The work went along as uninterrupted as is possible in a school that has few visitors. Miss Smith sat as quietly near the front of the room as I did in the rear, during three recitations. Then, very tactfully (let me say once for all that in everything she used infinite tact), she asked if she might take the next class—primary reading. It was a joy to see her handle that class. She had been there only once before, but the children were already fond of her. Perhaps the fact that almost any change was welcome compared to their regular teacher, speeded her popularity.

When the children had been excused for recess she urged them to go out into the bright sunshine, had the windows opened, and then discussed various matters with the teacher. First she explained to her the mechanism of the ventilating stove, and showed her how she had shut off all possibility of ventilation by closing one flue. They took up two cases of irregular attendance, a shortage of supplies, and Miss Smith told (with malice aforethought), about a school entertainment she had lately attended in the neighboring district. Then came detailed questions and suggestions regarding class work, especially in primary reading and eighth grade language. Miss Smith had brought papers handed in by pupils of other schools, to make clear exactly what she meant. This teacher is so firmly established in her rut that it will require great patience to change the old order; but the new order is on the way, and the teacher herself is beginning to enjoy it, as well as the pupils.

The next school, housed in a beautiful new building, has two teachers. Here there was less formality, more humanity in the atmosphere, so Miss Smith felt free to question, suggest, or commend as she went along. Here, at noon, we ate our lunch and altho this is Miss Smith's first year in the county, the friendliness of the children was apparent. A little fellow of five brought us each a plump red apple. Of course we accepted the apples, but we felt guilty for fear he had deprived himself. When we saw him a little later we felt better—he had kept the *biggest* one for himself. As soon as we had finished lunch the girls begged Miss Smith to teach them new games. Out she went, and when the

bell rang her glowing face showed that the girls had not had all the fun.

At this school Miss Smith looked thoroly into an arrangement by which the older girls supply hot soup and a hot drink to the pupils at lunch time. She is hoping to introduce this in other schools.

The next teacher that we visited has been particularly successful in making every child a leader in something. She has only an average grade of children—bright, dull, medium—but she has found some special responsibility for each one. A certain child arranges for the opening exercises for a week, another is chairman of the basement committee, one is responsible for the condition of the small lunch room, or the erasers, waste basket, floor, entrance hall. There are three officers for the debating club, three for the sewing club, two for the bird club, and so on. Again Miss Smith gathered seeds to carry to some other school.

Our last stop was made to witness the final rehearsal for a play in which Miss Smith was specially interested. She could not attend the evening performance as she had an appointment to organize a Parent Teacher Association on that night. The play was a splendid example of project work. The children (eighth grade is the highest) had selected the story, dramatized it, assigned the parts, planned the background, costumes, and done nearly all the work on it themselves, always under the teacher's guidance. She watched closely to see that every child had some part in the performance. The rehearsal was creditable and I have heard since that the affair was a great success, financially, socially, and educationally.

These Helping Teachers fill a very distinct and definite need. The county superintendent's time and thought are so largely taken up with the administrative and executive side of the work that it would be impossible for him to attend to these details, even if he were adapted to the work, and "it's a woman's job." They accomplish wonders in the schoolroom, and fully as much outside. As I watch them I am amazed at the amount and variety of their work.

A convalescent soldier wrote "When the Red Cross once gets its hands on a fellow he simply can't die, they won't let him." I am beginning to think that when Miss Smith once gets her hands on a teacher she simply can't fail, Miss Smith won't let her. Of course, after a soldier is once *really* dead, even the Red Cross can't save him.

Years ago, when my brother took me to the remote rural school which was to be my portion for the coming winter, he said, "Your success or failure depends on the first month." Many a teacher might be saved from failure if she had an experienced hand to help her a bit over that first awful month, before professional reputation, enthusiasm, and courage are all gone.

Several years ago, before the days of Helping Teachers, there came to my door a pretty, perplexed-looking girl. She had come from a neighboring state to teach a school miles back

in the country, and had no idea how to get there. The trustee had forgotten his promise to meet her, so she came to the home of the nearest schoolman, which happened to be ours. We kept the telephone busy for a while; two hours later, as I saw her drive away with a rough, uncouth farm hand my heart ached for her. Within two months that girl went back to her home a failure, sick in body and in soul. This is how it happened: When she left our home she was conveyed to a lonely farm house where she was obliged to share a cold bedroom with the oldest girl, one of her pupils. She had never seen a country school, and had nothing but theory to help her make up her program, start the work going, handle problems of grading, of discipline, of method. She had to stand single-handed against several big, uncivilized boys, and the wonder is that she lasted as long as she did. Yet we want refined teachers.

By way of contrast: This is what actually happened in a similar situation this fall. The Helping Teacher came to our house, took the girl to her boarding place, and made the first introductions. On the way she helped her formulate a plan for organization, classification, distribution of supplies, and assignment of lessons. They also worked out a tentative program. Within two weeks, in answer to the S O S call of a board member, Miss Smith visited the girl and found chaos during school hours, pandemonium at recess. She spent the entire day in the school, revising the program, re-grading, showing the girl how to teach, advising her in discipline. After school she set things in motion looking toward more comfortable quarters for the girl. In two weeks she went back and found great improvement, except in the girl's home. She spent the afternoon with the woman who has the only well-heated house in the neighborhood, and before night she had the girl installed in this pleasant home. One family was "cross" at Miss Smith and "peeved" at the teacher, but suppose they were. They are already over that; and besides, one can't kill off a teacher every four weeks in order to keep the peace.

Miss Smith has done followup work, and that little girl is developing into an excellent teacher. When a supervisor called last week he saw good teaching and splendid discipline. At noon every child remained in his own seat for lunch, which was supposed to last for twenty minutes. Any pupil who wanted to leave before the time was up, rose and asked to be excused.

Every Helping Teacher runs her own car, and frequently assembles scattered teachers for a conference. For example, here is Miss A, very successful with reading, but utterly at sea regarding the playground. Miss B is a leader in games and sports. Miss Smith picks up the six teachers of that district and brings them to Miss A's school. Miss A conducts a reading lesson, then Miss B takes charge, and everybody goes outdoors for play. After that the children are dismissed and Miss Smith con-

(Concluded on Page 115)

Shall We Double Our Efficiency or Diminish It?

R. P. Ireland

The emergency is not being met. In a recent article the writer called attention to the prediction that there would exist in the United States a shortage of not less than 100,000 teachers. Investigations carried on by the National Education Association since prove that this prediction is more than verified. This does not mean that 100,000 schools are closed, altho some are. It is difficult to ascertain the facts, for a great deal of closing may be camouflaged under the name of consolidation. It is certain that in rural districts particularly there have been very great delays in the opening of many schools.

The balance is accounted for by so-called teachers, who are unqualified for the work, either in years, training or character. This is an alarming condition. Tho some will say that the crisis has been passed and that from this time forward things will tend to right themselves, this can not be so; in fact, the very contrary is true.

Reports from normal schools generally indicate a continued shrinkage in the number of students, following the alarming shrinkage of the last five years. This source of supply will therefore not fill existing vacancies. Let those who think that the shrinkage is only temporary frankly ask the question, What is going to induce recruits to enter teaching ranks? The first reply that will be given is that here and there salaries have been advanced so many per cent, or so many hundred dollars, or a comparison will be made of present salaries with those of five, ten or twenty years ago. Such a statement need deceive no one. When expenses have more than doubled, an advance of ten or twenty-five per cent is in no way attractive to a clear thinking person. Previous to this time, the generally established pension systems have tended to act as an attraction, particularly when there was a guaranteed minimum; as for example, the state of Massachusetts guarantees a minimum retirement allowance of \$300. At the time this law was passed, such a sum seemed adequate to secure the elements of a living, but that same \$300, having now a purchasing power of less than \$150, or less than 42 cents per day, does not constitute any attraction or guarantee any measure of safety. While it may be remarked here that some states will probably enlarge this minimum, this change will be slow and the guaranteed minimum will still be inadequate. The pension idea, therefore, exerts no attraction.

It will be said that tenure of office is an attraction, but teachers are becoming aware that in most places tenure of office is merely an expression and not a fact.

That valuable report of the N. E. A., which constitutes a classic on the subject, deplors the existence of a very large number of teachers who are forced to give a portion of their time and strength to earning money in other ways than teaching. The bad effect of such work upon the quality of teaching was deplored, and has been heard from in many cases. Another effect has not been so widely discussed. Right here it should be stated that a very large percentage of the whole number of teachers at the present time are forced to become part time workers. Here again it is difficult to tell just how many, but the evidence shows that the percentage is very large. In the city of Boston it was recently found as the result of an investigation that 39 per cent or practically two-fifths of its entire force, were actually engaged in some secondary occupation for pecuniary reward.

If in this number of part time workers were

included those who render several hours' assistance in the home in return for reductions in the price of board and lodging, we shall find that the percentage is still higher. Why should we not include these workers? On their present salaries they would be unable to leave home and establish themselves elsewhere at the present prices of board and lodging. On the other hand, the family would be obliged to pay from five to ten dollars per week to secure the same amount of work from another source. At a recent meeting of the Massachusetts State Federation this question was discussed. The reports varied, stating that from three-quarters to nine-tenths of all the teachers in the cities represented were thus engaged in some secondary employment. In one case, out of one hundred teachers personally known to the investigator, not over four or five were so favorably situated as to be able to give their entire time and strength to the subject of teaching.

Many of the part time workers—it is impossible to say how many—are continually finding their part-time employment more congenial, less exacting and better paid than their regular employment of teaching. The side line becomes, therefore, the main thing and the teacher resigns. Nearly every such teacher reports that she is sorry she did not resign earlier. There is, therefore, a large and increasing percentage of teachers who are leaving the ranks. Just now those who remain are being decorated with the most fulsome praises for having remained faithful in the hour of need. The press is everywhere exploiting the crisis and demanding that something be done. The teachers on the one hand are being praised for their steadfastness of yesterday, and on the other hand are being led to expect that long-deferred justice is to be done them. Is there any reliable basis for this hope? Communities will hear much of increased tax rates, of tens of thousands of dollars added to the budget, legislatures will be appealed to for modification of city charters, whereby a large portion of the tax levy may be devoted to school purposes. This sounds large and will lead the public to think that the problem is being solved. But the teacher, who finds that expenses have increased two dollars while her income has increased one dollar, knows better. While some are optimistic and hope for better things, yet those who have studied the problem are inclined to take a more pessimistic view. It is safe to say that no teacher who finds the promise of ultimate justice unfulfilled is going to invite any recruits into the ranks of teaching. On the contrary, she will feel it her duty to advise the students who may seek her advice to avoid teaching, for the plain and simple reason that there is not even a living in the work.

Everywhere among teachers and other workers we have become familiar with the expression "a living wage." Too much has been made of this phrase, as tho it were the one thing to be desired. Within a year or two, Dr. Winship of The Journal of Education has pointed out and published that a living wage was absolutely inadequate, there must be also a "thrift wage." The argument for this is too obvious to warrant its exposition here, if recruits are to be found. At the present time, the Massachusetts Teachers' Federation adds to these the phrase, "a culture wage." The teacher's wage must provide a living, a possibility of saving and an opportunity for culture. Until these three things are provided for, there will be neither teachers enough nor will they be good enough.

The teachers in service, having been under-

paid for years, are not in a happy frame of mind. Recruits, if found at all, must come from those who are inefficient in other lines of work or who are very imperfectly prepared for teaching.

In ordinary times, teachers are assumed generally to be high school graduates, and in addition to this to have taken two years at a normal school. Sometimes the normal course may extend even to four years, and there have always been a considerable number of college trained people. The present unhappy condition of affairs has changed most of this. It has been shown elsewhere that the number of normal school students has dwindled alarmingly and that a correspondingly small percentage of college people are taking up the work of teaching. There has been, therefore, a considerable zeal shown in some quarters to provide teachers who have had a little normal training. Regular normal courses have been abridged, the credit for summer work has been enlarged, and a very great number of high schools, particularly in the middle west, have established so-called normal courses in the fourth year.

Since this unhappy state of affairs seems unavoidable, the question comes as to the efficiency and ability of those in the service. The quality and quantity of any one's work varies enormously according to conditions. Perhaps nowhere is this variation so great as in teaching. If the phrases and high ideals which have been held up by platform orators can be supported by adequate compensation which will include the living wage, the thrift wage and the culture wage; if the management of affairs can be entrusted in any large degree to those who are on the spot and see the work every day at close range; if greater rewards at the end of a long term of service can be guaranteed, then the efficiency of those already trained and experienced in the work may be doubled and more than doubled. In fact, there is no way of telling by what multiple the efficiency may be increased.

If, on the contrary, as seems more likely, as indicated by present reports, the teacher finds that adequate reward is simply postponed, and the so-called increases are not increases at all but merely a slowing up of a decrease in salary, and that those who seek a larger share in the management of affairs in order to avoid waste of work and materials are subjected to an even more stringent autocracy than that which seems to exist at the present time, and coupled with this if they find that the inexperienced and untrained as sometimes happens are paid higher salaries than themselves, then there can be no other conclusion than that even present efficiency will be diminished by at least one-half.

This will manifest itself in several ways. The discouraged teacher will make no advances, but will merely perform a weary round of duties. Instead of putting in long hours both in preparation and in assisting the backward and counseling the wayward, she will be forced to perform merely a minimum number of hours of service as required by regulations. This will occur both as a result of discouragement and by the pressure of outside duties. Much of this is not speculation but is a direct observation of what is really taking place. More than one efficient teacher has been refused an advance in salary only to find that at her side an inexperienced and untrained person has been employed at a higher rate of salary than herself.

In more than one case, where teachers have taken counsel together and have organized for

protection and relief, certain members have developed qualities of leadership, and have entered upon constructive plans for the betterment of conditions. It would be interesting to know just how many of those who have developed these qualities of leadership have found their own progress obstructed. Increases which would naturally have come to them have been denied; in some cases, a charge of inefficiency, unbecoming conduct, or other vaguely phrased offense has been brought against them and they have found themselves under pressure to move on. In fact, it is being questioned among teachers whether some school boards and superintendents do not prefer that those having ability should move, retaining only the mediocre and inoffensive.

Advances in wages, small as they are, have been much greater proportionately to the rank and file of grade teachers than to principals, supervisors and superintendents. There have been exceptions, but this is the rule. Thus the schools have been "kept going," but under poorer leadership. One does not need to collect statistics or to point to individuals to prove this statement. It's axiomatic. There can be no other result. Those who should be leaders and inspirers of the rest are forced out, are disheartened, or are driven into the part-time class. The rank and file, lacking inspiration, and efficient supervision progressively slow down. Still the schools are "kept running." Can it be that any school authorities care for the honor of officeholding, for the pleasure of autocratic authority more than the education of our children?

While all of these unhappy conditions are in existence, the children present themselves from day to day and from term to term and expect, or at least their parents expect for them, that they shall receive an education. They will receive something; whether it is an education or not will depend greatly upon the conditions in which the teacher is placed. It has been ob-

served from time out of mind that the inspiration of an enthusiastic leader and the example of a truly great person is in itself the biggest single element in education. And on the sad contrary, the crippling and benumbing influence of a person who has no enthusiasm and no qualities of greatness inflicts a permanent injury upon the minds of children. Some things may be outgrown, but the effect of subjecting children to such influences as are indicated above cannot be outgrown. The scar forever remains.

Another paragraph must be included here. Altho not exactly in line with the title of this paper, it has a close relation to it. Teachers exert one of the strongest existing influences upon the citizens of the future. This statement does not originate with the teachers, but has been a truism of platform and press for uncounted years. If ever in discouragement and weariness a teacher here and there has doubted it, the last two years have proved it. Our boys who joined the army of democracy listened respectfully to the addresses of mayors, committees on public safety, and other officials, but it was to the schoolhouse and to the grade teacher, the primary teacher even, that they went to say their good-byes before setting out for camp. It was to the teachers that the letters came from the trenches, and it was to the teachers that the boys came with their problems after the army was disbanded. Many were the messages and mementoes which came from the boys across. Many a boy in France found himself face to face with the original of some work of art of which he had seen a copy in his schoolroom. In uncounted cases he purchased a photograph of it and sent it to the teacher. Tho she may have doubted it before, the teacher now knows for a certainty that her influence remained with the boys as they grew up and is still potent in their lives. Does it not follow from this that the quality of the teaching force is of the greatest importance? It may be questioned by some how the teacher who has

a child for a few months in very elementary subjects is going to influence his adult life to any considerable degree. While no direct answer to this can be made, the most conclusive response is the counter question, "Would you leave your own children to the direct personal influence of a Bolshevik, an anarchist, or even an atheist?" The teachers feel, and rightly, that their influence has been potent in forming the army of democracy and in making "the world safe for democracy," as much so as tho they had been present in body upon the battlefields. Now, having engaged in all sorts of public service during the war, from selling thrift stamps to nursing influenza patients, they are beginning to "take account of stock," as the phrase is, and to consider just what the existing order of things is really worth. No class, as a class, stands more strongly and habitually for law and order and the rights of property than teachers. But it must be taken as a self-evident and established truth that, no matter what individuals may do, no class is going to stand very long and very enthusiastically for an order of things which habitually and systematically denies them the right to a living.

A most serious problem, then, which comes before school authorities is as to how experienced teachers now in service shall be treated. Shall conditions be made such that their efficiency shall be multiplied and their presence be a continual inspiration to the successive groups of young people who appear before them? Or shall the poverty in which they live and the bondage in which they labor cause their efficiency to shrink and diminish? Shall the minds of our children be inspired and strengthened by association with the truly great, or shall they be stunted and benumbed by daily contact with those who are mentally and bodily starved? The responsibility for settling of this problem rests chiefly upon school authorities.

How will they meet it?

Reconstruction in Administration Policy

Principal Frank M. Rich, Paterson, N. J.

War is hell! as Sherman said; and the late war was true to form in regard to its effect upon the teaching forces in most school systems in this country. The draft and the demands for war workers depleted the available stock of teachers. The rising cost of living overwhelmed and very nearly bankrupted an already underpaid profession. The end is nowhere in sight, for careful estimates show that more than a hundred thousand teaching positions in the United States are either without teachers, or else supplied with teachers who are admittedly unqualified to teach, measured by the standards of the localities in which the schools are situated. Is it possible that these war-clouds have any silver lining?

War work and allied industrial tasks attracted many young workers who would otherwise have been "keeping school." Has this loss been an unmixed evil? A portion of these clerks, munition workers, etc., are getting back to teaching. They are bringing to education what, in the past, it has sorely needed—a contact with the practical life and business methods of the outside world. Some such apprenticeship ought to be a vitally important part of an educator's training; for when we come to think of it, what an absurd thing to put the life preparation of generation after generation into the hands of a cloister-bred people, who have had only the most superficial contact with enterprises outside the four walls of the schoolroom, and who are therefore powerless to pass on in any definite and

concrete way the richness of the great social inheritance, which, presumably, it is the chief purpose of education to impart. A year or two of experience in the discipline of office and factory conditions ought to be invaluable in imparting that desirable quality commonly known as horse sense. The salvation of the teaching profession depends in some measure upon our success in attracting bright young men and women from the industries, and giving them additional intensive training for teachers, instead of leaving educational work to that residue of students who simply never get away from schools.

The Married Teacher.

The shortage of teachers has had what is perhaps a second wholesome effect in annulling some of the rules against married teachers. Whether such rules arose in the first place thru concern for the welfare of the children, or for the interests of a class of people who did not care to work at any other job, the thing now to be considered is whether there are married women, not a great number perhaps, but a few, who like to teach and can teach—if not uninterruptedly, at least from time to time. The interruptions are nothing. They increase rather than decrease the efficiency of the worker. If more teachers could change work occasionally, to go into another line of business, or to devote a year or two to having children, we should avoid a great deal of the narrowness, hatefulness and ennui which is characteristic of long,

continuous years in the schoolroom. A blind refusal to hire married teachers, simply because they are married, means a tremendous sacrifice of the public money and the personal labor, spent in the first place to educate these teachers, and later to furnish the supervision and experience which makes the superior, professional teacher.

There is another serious effect in debarring married women from teaching. The greater part of our grade teachers are recruited from the homes of common laborers of limited income. The father and mother began their married life with only a bedstead and a cod-fish. Both worked, saved and sacrificed about all that was humanly possible to put their daughter in a position nominally higher than theirs. But in the process of getting an education by the usual ultra-scholastic methods, the daughter was rendered physically and temperamentally unfit to marry into a home similar to her father's. Mother always got up Monday morning and did the washing—cooking the breakfast and, if necessary, splitting the wood between tubfuls. Daughter lay abed till the first bell rang, dashed off to five hours of seat work in the schoolroom, and came back with two hours more work in Latin or algebra, or something equally "disciplinary," to prepare for the next day. Naturally Daughter was not much in the mood to struggle with housework, and Mother was willing that she should not have to. Now Daughter was not looking for a husband whose circum-

stances are so pinched that she must start married life as her mother did. But if she was looking for the man, what is more to the point, he was not looking for her. There are not enough single men with the better fortunes to go round, and these the nurses, bookkeepers and secretaries and business women of a similar class, who come into closer contact with men, manage. As a result, the mature women of the teaching profession number more than a fair share of the disappointed, discontented maiden ladies, who see nothing ahead, after years of service, but a retirement fund subject to the vagaries of fickle politicians, and a forlorn old age in an old ladies' home or with some half-hearted family relation.

The Salary Problem.

A young woman entering the teaching profession should know that she is free to marry a poor man if she chooses to, to work as hard in her way as he does in his, to win a respectable living for them and their children, and to lay up a competency for old age. If her talents and preferences lie in the field of teaching, what folly to sacrifice them to become an inefficient dish-washer and nursemaid. If she is one of those rare individuals who are perfectly adapted for teaching, the community can well afford, if need be, to furnish half a dozen other people to do her housework, and save her talents for the greater service.

The shortage of teachers has raised and will still further raise the scale of salaries. And such rises are more likely to be permanent in the teachers' case than in the case of some other workers. The present inflation of prices will not persist when industrial conditions become more normal, at home and abroad, but what teachers gain, they are likely to keep, for there is a general disposition to admit that teachers ought to be worth much more than they get.

No substantial rise in salary can be maintained rightly except by a corresponding rise in the standards of service. Prices are the product of the law of supply and demand. If the standards are so low that practically anybody can meet them, there is no justice in paying more than is paid in other lines of work. Paying a poor teacher a good salary does not automatically make her a good teacher, or even a better one. Indeed it may even discourage more capable rivals, who have nothing extra to show for superior merit. Do you not know systems

where, if they paid the poor teachers all they are really worth they would have money enough to pay the good ones all they could reasonably ask? Advance in salary should imply competition of one sort or another, and healthy competition is a thing our school systems have generally lacked. The man who writes a better book, preaches a better sermon or makes a better mouse-trap than his neighbors, finds the world making a beaten path to his door, but the superior teacher usually finds that the world knows and cares very little about what she is really doing, and to avoid the bother of coming to see, rates her and pays her by some such irrelevant standard as so many years in preparation, so many years of experience, so much ability to put answers on paper at examination time. Occasionally the local supervisor breezes in; perhaps, once in a blue moon, somebody looking for a teacher, but in the main it may be said:

She lived unknown, and few could know

When Lucy ceased to be;

but she probably continued to draw the same salary, and perhaps came in for the regular annual increase, as long as the bell-rang.

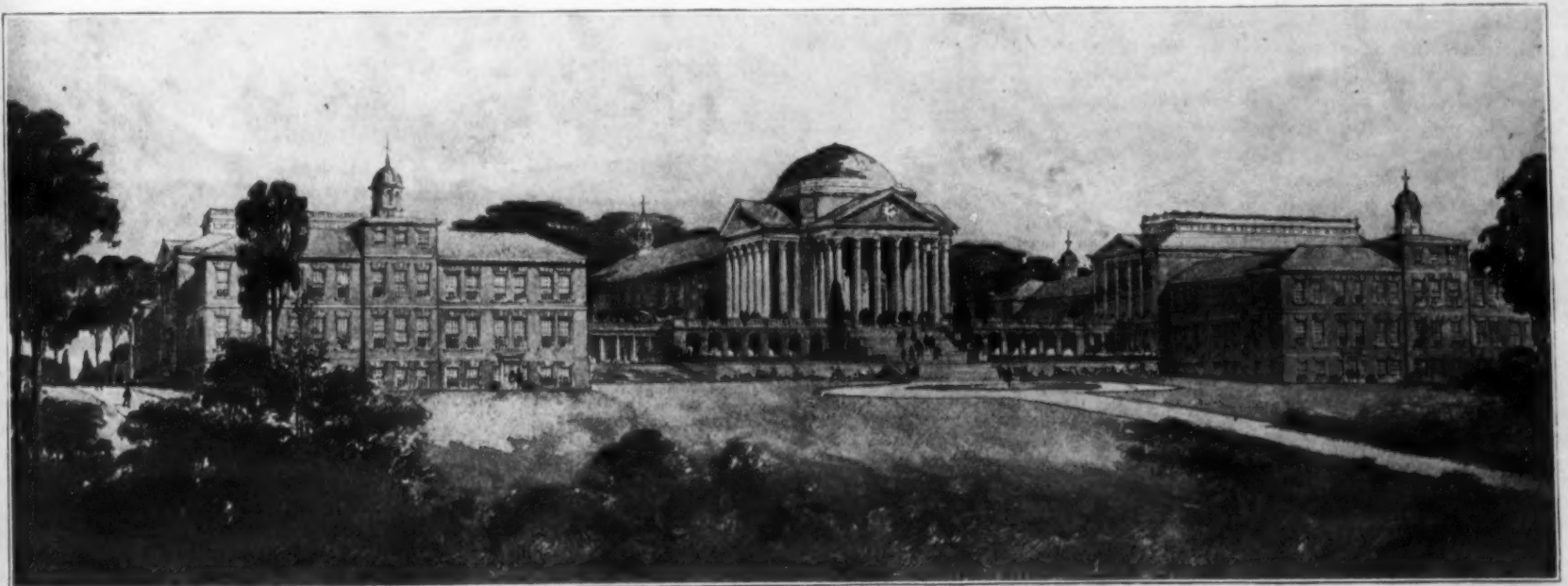
Better Employment Service Needed.

If the present shortage makes communities more alert to get better teachers, and willing to pay what they are worth, it only remains for us to put the humblest cross roads teacher into touch with these opportunities, and to make everybody appreciate that merit wins, that good work counts, and that laziness and indifference get what they deserve. Fortunately, this thing bids fair to be accomplished in larger measure all over the United States, thru the establishment, since the war began, of the School Board Service under the Federal Bureau of Education. The commercial teachers' agencies have done much good in this regard by placing better opportunities before teachers whose past record met the standard for promotion. Perhaps it will never be known how much of the good work done by teachers in inconspicuous places has been due to the fact that they belonged to an agency that took a personal interest in what they were doing, and were on the alert to promote them when it became reasonably certain that they could handle the larger proposition. A country-wide organization, if equally alert to give satisfaction to employers, and unhampered by considerations of fee, will be a tremendous

influence for good in the teaching profession. In June I received a communication from Dr. Walk, assistant director of the School Board Service Division, saying that his department had developed files of about 20,000 registrants, and that they had directed at least 15,000 to positions, and the work was then growing rapidly. Later the school board service section was closed through the failure of congress to furnish funds, but a small appropriation, recently made, permits this service to be resumed about the first of the year. It is to be hoped that it will receive merited support in the future.

The establishment of a teachers' employment bureau suggests that the time may be coming when we can have the greatest possible freedom of movement of teachers from place to place. Educational life, like any other kind, demands a certain amount of cross-fertilization to produce healthy growth. Naturally, in hiring teachers, there has hitherto been a general tendency to give the preference to local talent. Local talent might not have been felt to be entirely satisfactory, but there was at least the satisfaction of knowing how bad they were. Taking strangers might easily have been a case of going farther and faring worse.

On the face of it, it would seem reasonable to expect that local talent would be the most satisfactory in the home positions—that they could better afford to live on the salaries offered, and that their local patriotism could be counted upon to inspire the maximum of whole hearted, public spirited service for the community good. This proves to be true about once in three times. In the other two cases the local candidates are the lazy, grasping, public-be-damned element, while their out-of-town fellows, two out of three of them, are doing a little more than is expected to improve the community and make a reputation that will be worthy of a better place. In difficulties, the outside teacher depends upon his own strength, and not on his friends' powers of outcry to help him. The federal employment bureau can improve this situation going and coming. It can supply outside teachers of proved ability. It can take care of local talent that might otherwise have difficulty in finding a place. It is to be hoped that this or some other agency can canvass the country widely, with a view to attracting selected people from other fields, and encouraging them to take intensive courses, that, in addition to



RICHARD J. REYNOLDS HIGH SCHOOL, WINSTON-SALEM, N. C.

Winston-Salem will have within the next two years the most complete high school building in any city south of the Mason and Dixon line. It will be known as the Richard J. Reynolds High School and will occupy a commanding site adjoining a public park and overlooking the city. The first unit of the group which is the Academic building, has been begun and the middle unit, the Auditorium, will shortly be erected. The third unit of the group will be the Household and Industrial Arts building which will be begun within one year's time. A further building to house the gymnasium is not shown in the picture. The auditorium of the group is being erected by the widow of Richard J. Reynolds, formerly a prominent citizen of Winston-Salem, as a personal memorial. It will seat 3,000 persons. The architect is Charles Barton Keen, Philadelphia.

their practical experience, will make them capable teachers.

Scientific Selection of Teachers.

Intensive courses and scientific selection of workers suggest two of the great object lessons of the war. In a sense, the army was a great educational institution. The educational task before it was herculean. Fortunately, in its accomplishment it was not bound by a lot of moss-backed tradition. Officers and men knew what they were intended to do. They had an incentive for doing it with energy and directness. It is safe to say that more change was wrought in students' minds and habits, and more information imparted in a week under army methods than in a month or perhaps in a term under the prevailing methods in college and high school. A body of raw civilians, brought up for the most part out of sympathy with war and the life of a soldier, met and defeated an army of professionals. It is the triumph of the short, intensive course, with concrete, definite objectives. There is no reason why the needs of peace should not be met with equal economy and dispatch, once we determine what we want our education to accomplish, and measure it, not in week-hours, but in the ability to bring things to pass.

In the army a pioneer attempt was made to measure this ability by mental tests, and so save time and some of the tragedies that accompany the old trial and error process. These tests could well be adapted to the needs of educational administration. Teachers have been subjected to examinations enough, heaven knows, but unfortunately not the kind that gets at the essential things, the alertness and common sense that make the efficient worker. We have not attempted to anticipate needs and difficulties of personality and character by any diagnoses, physical, mental nor moral, among the candidates for teacher training courses, with a view to eliminating the forty per cent, as one professor of school administration sets it, who are missing their calling, and wasting years in preparation for a work to which they are plainly not adapted.

The army does not hesitate to tell a man that with his mental make-up he cannot expect to succeed as an engineer, or as an officer of artillery. Why should we be less direct and sensible in dealing with teachers? A vast number of young candidates entered the teaching field yearly, not because they deliberately decided to make teaching a career, but simply because their parents had sent them thru high school on general principles, and once thru and confronted with the necessity of making a living, they turned to teaching as the handiest means of making their training pay. Teaching became a stepping stone to something else, and unfortunately for the schools that "something else" often failed to turn up. Scientific tests of fitness would eliminate the worst of these candidates. Enterprising, recruiting, and financial assistance would easily reach more capable persons to take their places.

Growth as the Basis of Advancement.

A rating and selection of teachers based upon experience will never prove adequate. We may as well admit that the great bulk of the teaching will always be done by young women. Even if we can overcome rather prevalent prejudice against letting married women teach, even if we awake to the fact that there are thousands of discharged soldiers that could be attracted to the field, there will never be enough long term teachers to carry on the work. Recent investigations have tended to indicate that the average teacher does not improve materially after the first year or two of experience. How much of this is due to ineffectual leadership and super-

vision, how much to the fact that the rewards for good work are so erratic, and how much to a natural tendency to slacken effort and get into ruts does not appear. The most common testimony from the teachers themselves is: "I used to do a great deal of outside work, getting specimens, preparing material, writing plans, coaching children, and so on. If the janitor didn't do his work, I did it for him. If the board didn't buy what I needed, I got up an entertainment or bought it out of my own pocket. But I am thru with that. You don't get any thanks for it." I have heard that over and over again from teachers who were getting twice the salary for doing minimum work that they got a few years ago for doing maximum.

The young woman, none too well educated, and without very settled intentions for the future, but, under expert supervision, making up in enthusiasm, open-mindedness and good nature what she lacks in technique, will continue to be the determining factor in American schools.

"THE VANISHING SUPERINTENDENT"

John C. West, Sauk Center, Minn.

Silently, but none the less certainly, the present type of school superintendent of cities 10,000 and under is becoming extinct. The withdrawal of great numbers of teachers from their profession to enter other walks of life, as well as the diminishing enrollment in teacher training courses has merited and received the attention of the press at large. So, too, determined and partially successful efforts have been made to hold college professors and instructors in line. The frantic attempts to explain and meet the vast shortage occasioned by the spectacular exodus of these workers may account in part for the overlooking of this other rapidly approaching and equally sinister danger. A glance at any "Educational Directory" of a few years back brings this home to us with a realization that is startling. The current directory is, to the superintendent familiar with his co-workers of pre-war days, largely a roll call of strange names. The number leaving the noblest profession in the world to follow strange gods, as one of them so nicely puts it, is indeed great.

The school superintendent is a product of the days following the Civil war. Time was when his work was that of head teacher. This implied merely a slight increase in salary and the addition of some work in discipline. The course of study in the elementary school was limited and set. The high school had hardly yet appeared. Much work was done in private schools and by tutors. A superintendent could be made overnight by the promotion of nearly any teacher.

Today the superintendent is a highly trained expert. He is the active head of a system that, even in small towns, is complex to a great degree. Such miscellaneous items as mental measurements, training in citizenship, education for the sub-normal, rural transportation, kindergarten, consolidation, association, Smith-Hughes work, junior high school, departmental grade work, Red Cross, parent-teachers' association, sanitation, teachers training and vocational guidance represent only a few of the many lines of work incidental to his daily routine. A teacher may be developed by grafting a given number of hours of professional training onto a given high school or college course. Not so with the superintendent. No existing institution of learning even attempts to train and deliver superintendents. The present day superintendent is largely the result of a process of evolution. Many of them have begun in the rural school as pupil and teacher and have worked their way up by way of the grade school.

If these young women are chosen scientifically, paid fairly and treated with appreciation, we shall probably not have much reason to find fault.

The war is over. It has cost priceless lives and countless treasure. All that we have to show for it is what we can learn from it. In education this is considerable. If reconstruction results in changes in aim and subject matter which emphasize practical participation in the work-a-day world rather than a hypothetical preparation for it; if it leads to changes in administrative policy that attract to the teaching field people with a more practical outlook on life, selected more scientifically before training begins; then given a training that is definite and intensive; paid generously and promoted promptly, but paid and promoted in strict accordance with individual accomplishment in each subject then perhaps the war will prove not to be an unmitigated evil, but a blessing in disguise.

Normally from ten to fifteen years, nearer the latter figure, is required in addition to a college education before a man may become superintendent of a village with a 24 teacher school. No longer do we find superintendent material in the rural schools. The graded schools are falling into the hands of women. The source of supply is being cut off.

Every time a superintendent leaves the profession, the state suffers a distinct and well nigh irreparable loss. His place cannot be filled for years to come, since the supply is exhausted and the source of future supply is impaired. Drastic measures must be taken to conserve the present supply and establish a source from which the future needs may be supplied if our school system as planned and as now operating is to endure.

A brief consideration of the cause of defection is interesting. These will be readily recognized by present day superintendents.

The greatest cause of this movement is that arising from the financial situation. The chances of bettering conditions in other lines are many. From this base comes the other propositions advanced. The average term of office in one place is but a few years. A superintendent hesitates to tie himself up with city property that he is almost sure to leave in the near future. The unpleasantness of moving does not appeal to him. At frequent periods, he must adjust himself to a new social life, and must periodically leave the circle of friends so carefully constructed.

The insecurity of his position is also a factor. The public is oftentimes fickle and he sometimes is forced to move on short notice, with no other place in view. At frequent intervals he must take a leave of absence in order to do post graduate work. This is expensive, but the alternative is that of falling behind the times.

Another consideration is that of the short period of working years in the life. Men far beyond middle age are not in demand, and must retire at an age where in other lines of work they are most valuable. During his working years the superintendent finds it impossible to educate a family and at the same time build up a business that will maintain him in his declining years.

Since many men have found these reasons satisfactory it is fair to assume that others will consider them still potent and leave in increasingly large numbers until the causes for such action are removed. It is also reasonable to

(Concluded on Page 115)

MY DEAR LESTER

A. Boyd

October 30, 1919.

My Dear Lester:

Allow me to congratulate you on receiving the chairmanship for next year of one of the departments of the association. This honor will not cause much advancement in your worth as an administrator to the children, but it will increase your standing among your co-workers and you will receive a little extra advertising at a cheap rate. Please remember, tho, if you fall down with this honor or with the management of your school for the next year or two, you will get much advertising at a rather expensive rate. Furthermore, if you should fail of re-election next spring and would have to secure a new position outside the state, you would have to tender your resignation and that, you know, would be a calamity. So it is up to you as never before to make good.

So far in your educational career your contemporaries have not paid much attention to you, but from now on you may expect an increasing number of "brickbats and bouquets" as a certain well known magazine used to put it. Salesmen who make schools will be quoting you, if you make purchases, to other school administrators as one of the educational leaders of the state.

Let me impress upon you, before I forget it, not to feel too proud of this little honor. You got it not so much perhaps as a reward for your educational leadership as to the fact you were a soldier and that you had possibly rather persistent friends on the nominating committee.

Again this superintending is a rather treacherous occupation. It reminds me of that old song I have heard you sing time after time:

"When you're up, you're up,

And when you're down, you're down."

In other professions the average man succeeds slowly and with the years his decline is gradual. The graph of his professional success thru life would take distinctly the bell shape. But this is not true in superintending. The graph of the professional success of men in towns like yours, measuring success upon the size of the town, would look much like the tracings of an ergograph. A young man eighteen months out of college, with some ability and the proper amount of brass, stands just as good a chance to secure the juicy plums as men of tried standing in the profession. Of course there are a few men who remain the same thruout the years. You think at once of Barnes. For twenty years he has held down his position, while men who have served under him as principals have risen to high positions and are now writing life insurance. Now I am mentioning these things so that you in your temporary success will not look with disdain upon your older, struggling brothers.

Did you notice at the association, or are you not that well acquainted, the "lame ducks" from the spring and summer elections? The interesting thing about these fellows is the fact that they are in most instances holding down appointive positions, with salaries undreamed of before, in which they are supervising the raising of money partially *by the schools* for some philanthropic purpose. One talked very enthusiastically, telling a few of us the immensity and the importance of his work, how certain schoolmen over the state jumped at the chance to help along his cause and how society apparently had been going it blindly till his particular organization had the vision to enlighten humanity *thru the schools*. He also informed us they were expecting no slackers from our section of the state.

It was of interest to me to meet one of your teachers at the association. I have forgotten her name, but if I remember correctly she teaches the seventh grade and has the habit of using pronouns in the nominative case after her prepositions. She spoke of you in superlative terms, that you were so kind, that you never criticised them at all and every one liked you so well. When she found out we were related she seemed glad to know me, but before we parted on account of the questions I asked about you I could see she was very unfavorably impressed. I should judge she is inclined to deal with superlatives in conversation without sufficient reason. She also told me all about those organizations in the high school. She seems to think that plenty of "pep" and flattery indicate a good school.

At your request I attended the divisional meeting to hear you speak. By the way, who is that girl who wore the broad hat and the cloak with the bright red collar and stole and who rushed up to congratulate you before the next speaker was called? I did aim to speak to you at the time, but I saw that she and you left the room together and I felt it was no time for an older head with a list of uncomplimentary remarks. I asked Supt. Dailey who sat next to me who she was, and he said he wasn't sure but thought it one of your teachers.

Let me say before I forget it, you have some ability as a speaker. It is quite likely tho that this young lady enlarged sufficiently along this line. Suffice it to say I saw your idea several times before the words arrived. You are not entirely over the influence of your high school and college days. You still are inclined to give more attention to form than to substance.

Your speech was organized about like the average—twenty-five per cent of the time talking of the blessings of democracy and the rest of the time to finding fault with its internal movements. Of course you did not aim to criticise the thing you extolled so highly but just run over your points again. You were popular enough. You hate the things society is hating just at present. Your biographers tho in years to come will not take this speech as an example to show your keen foresight. You have been rather thoroly newspaperized. In fact with just a little analysis one can tell the big daily you habitually read. Old heads in the audience, you doubtless noticed, sat unconcerned like good deacons in the church during a conventional sermon. I would judge you prepared this speech more to enhance your own reputation than to advance the teaching profession. Dailey guessed that you gave this talk to your parent-teachers' association before coming to the meeting.

I noted the slighting remarks you made about the men way up in our profession—the high brows—I believe you called them. I was sorry to know you brought that into your discussion. I did not mind the rest of your remarks, but I do hate to see you stoop to the customs of the cheap orator—destroying the confidence of the public in our leaders—appealing to the prejudices of your hearers to please them. When you began this part of your discussion I saw McDonald and Duncan wink at each other, and you know they are as shrewd schoolmen as we have in the state. These remarks were uncalled for. Every one knows a few college professors are inexperienced Cholly boys. They would be unable to get anywhere intellectually were it not for the prestige of their institution behind them. In fact they make about the same impression on the public as a high school orator on Com-

mencement night. But the rank and file of these men are big, broad and experienced, and in most instances they try to appeal to the heads of hearers rather than to their hearts. It might be well for young men like you to give more heed to what they have had to say than to pay so much attention to the big daily, popular movements, etc. I would just suggest to you in the future to leave out this part of your address.

After hearing your talk, your opinion about the word "democracy" that evening at the hotel surprised me. Benson told me too he got so tired of the word that every time it was mentioned during the meeting he had a physical reaction. The weaker the speaker, so it appeared to Benson, the more he overworked that word. It was the assortment of duties and responsibilities that worried me. I have not heard of so many since James Henry Gotrich several years ago taught the eighth grade. Do you know I felt much like Dan Ryan, who was in this grade at the time, said he felt?

Gotrich when employed by the board had had a rather uninteresting and unprofitable career. The first twelve or fifteen years of his school life had been spent in the country schools and then he had attended the usual four years in a private academy, run more as a real estate venture than an educational institution. He inherited two hundred acres of good land, married a woman with about the same amount in her name, mortgaged his own farm to secure the money to erect fine buildings and secure a trotting horse or two he was experimenting with and then retired from all mental and physical labor. During this inactive period he ran for county collector on the Republican ticket and was defeated. Gradually during these years he lost his wealth and one spring he moved to town and a few weeks later the board elected him—a man nearly fifty and without experience—to teach the eighth grade. It was at the same place where Bill Stone was president of the school board, tho he and Gotrich belonged to different parties.

As soon as elected he came round to see me. I was so angry I could hardly give the man decent treatment. He was one of those pious souls with insufficient mental punch to do anything on his own initiative either good or bad. But I explained to him the best I could the work and his duties in this grade, and he informed me how seriously he had always looked at teaching.

I stayed out of his room for the first week or so and then entered one afternoon when I felt I could control myself. The room had the appearance of one where things were popping and snapping. There was a cap and an eraser on the floor just in front of his desk and a half dozen soft paper wads adhered to them. Everywhere on the floor were pieces of crayon of about the right length for throwing. Two boys as soon as I entered pocketed their knives, but in several places in the room they had been whittling.

Then I listened to Gotrich teach—grammar. If I remember correctly they were picking out the nouns in the sentences. At least that was what the author of the book meant for them to do, but Gotrich was spending the time discussing the "beautiful thought" each sentence conveyed. He had about as much control over these pupils as a chicken hen has over a brood of goslings in wet weather.

It is not necessary to mention all the troubles and amusing things in connection with this room that year. One day tho I was talking

with Dan Ryan who had been in trouble innumerable times.

"Why, Dan, can't you behave in that room?" There was a long pause and I repeated my question and then Dan blurted out fearing, it seemed, the consequences.

"He talks so much about duties and responsibilities. His talk just makes me want to be mean, I guess."

Ross told me he saw you taking copious notes during the address on "Teachers' Co-operation in Administration versus One Man Power." He said you seemed to be greatly impressed with the argument produced and the vigorous hand clapping that followed. One of my teachers asked if I attended this meeting, and when I told her I had not, she said it was the best address of the association. "She certainly gave it to you superintendents," referring to the speaker.

Now I picked up a number of what I considered rather interesting pieces of educational bric-a-brac and on the way home on the train Barnes and I began to compare our collection. Way down on his list I noticed one of his—"Am I a Sinner?" He had not spoken about this and I asked him if he had been attending a protracted meeting. Then he told me about

this speech my teacher had heard—how the rank and file of teachers had no rights, how power had been concentrated in the hands of the superintendent and board, how this was misused and so on for forty minutes.

"If this reform comes," said Barnes, "I shall be on my little Kansas farm I am trying to pay for sooner than I expected. I have been teaching nearly thirty years, have served years as teacher, high school principal and superintendent. There has not been a year in all this time I have not done all in my power for my teachers in promotions and salaries and in all this time I have never asked a board for a single thing for myself. In several instances I have paid the high school athletic deficit out of my own pocket. I have taken the blame many times for mistakes teachers had made. I have worked all summer gratis planning a course of study for the school, have quit my little job a month early to be on the ground in August to look after school affairs and have worked for a week after school has closed to leave everything in shape and I learned during this association I was a drawback to the profession." The old fellow, as you know, usually hearty and gruff, was greatly affected. I was glad when Ross came thru the train at this time and we could change the subject.

It was interesting to look over these teachers as they were assembled in the big auditoriums, the divisional meetings and in the hotels. They are not green and backward as they used to be. I did not see the tousled haired, ill dressed, slick-nosed old maid with the worried look so prominent a few years ago. There were few if any freakish acting ones as there once were. I remember one old girl who, it was said, wore nine skirts and would come bustling up the aisle for a front seat just about the time each meeting the chairman was ready to call for order, and another one with a long neck who always sat well in front and nodded her head in assent to everything the speaker had to say. Recent legislation requiring each teacher to have a full four-year high school course and eliminating the lowest form of certification is causing this uniformity in appearance. The seedy looking men and the freaks—the one with a stove pipe hat, white vest and cane, the one with the sideburns, and the one who when nominating a teacher for chairman made an oration out of the occasion as at a political convention—are fast disappearing. It is hoped most of these have secured government positions. These teachers tho, looked well and I was proud to be one of them.

Your uncle,

BEN TIVIS.

A Study of Failures in the First Semester of the Ninth Grade in 110 Michigan High Schools

Prof. Geo. L. Jackson, University of Michigan

Superintendents and principals are in general agreement that the ninth grade offers more problems to the teaching and administrative force than any other grade in the high school. Naturally, one of the most important of these problems is that of failures, and in order to determine just what the conditions were the Research Committee of the Michigan Schoolmasters Club* initiated an investigation during the first semester of the school year 1917-18. The Committee uses the term *failure* to cover all cases in which the subject was not concluded at the close of the semester with an absolutely clear record. The records of only such pupils as entered the ninth grade in the fall of 1917 were studied; thus eliminating what might be termed the practice effects of those beginning their ninth grade work in the preceding semester.

A questionnaire was sent out to 250 high schools of the state asking for information with respect to the results of the semester's work. Replies were received from 110 of these harassed institutions. The number of these schools and the population limits within which they are located are given below:

Number of schools.	Population.
40	less than 2,000
28	2,000—4,999
19	5,000—9,999
13	10,000—24,999
10	25,000 and over

One questionnaire calling for general information was sent to the principal of each school and one was sent to each teacher giving instruction in ninth grade subjects for a report on failures in her particular subject or subjects.

The questionnaire sent to the principal called for the following information:

*The members of the committee in 1917-18 were as follows: Superintendent W. B. Arbaugh, Ypsilanti; Professor J. P. Everett, W. S. Normal; Superintendent E. E. Fell, Holland; Superintendent S. O. Hartwell, Muskegon; State Superintendent F. L. Keeler; Principal E. L. Miller, Detroit Northwestern; Principal Wm. Prakken, Highland Park; Principal P. C. Stetson, Grand Rapids; Superintendent E. C. Warriner, Saginaw E. S.; and Professor G. L. Jackson, Chairman, University of Michigan.

1. Ninth grade registration in first semester, 1917-18: Boys..... Girls.....

Tenth grade registration in first semester, 1917-18: Boys..... Girls.....

Eleventh grade registration in first semester, 1917-18: Boys..... Girls.....

Twelfth grade registration in first semester, 1917-18: Boys..... Girls.....

2. Are you organized on some modification of the traditional plan, for example, the 6-3-3?

3. Was the study of those entering the ninth grade in the first semester supervised?

4. If so, what was the character of such supervision?

5. Draw a line thru each subject REQUIRED in your ninth grade. Add subjects to the list if necessary.

6. Draw a line thru each OPTIONAL subject in your ninth grade. Add subjects, etc.

7. Total number entering the ninth grade in first semester of 1917-18: Boys..... Girls.....

8. Total number entering the ninth grade in first semester in each of the following groups, basing age on nearest birthday.

9. Total number entering ninth grade in first semester who were dropped from the roll during the semester: Boys..... Girls.....

10. Number of failures in required subjects: Boys..... Girls.....

11. Number of failures in optional subjects: Boys..... Girls.....

12. Who determines the quality of ninth grade work?

13. Who determines the quantity of ninth grade work?

14. Does the standard of quality of ninth grade work differ from that demanded in the other grades?

And to the teacher:

1. Academic and professional preparation.

2. Total years of experience as a high school teacher.

3. Total semester experience in teaching ninth grade subject or subjects assigned to you for the first semester.

4. Number in your class entering ninth grade in the first semester: Subject..... Boys..... Girls.....

5. Number of such pupils who dropped subject: Subject..... Boys..... Girls.....

6. Number of such pupils who were failed or conditioned at the end of the semester: Subject..... Boys..... Girls.....

7. State actual content covered during the first semester, inclusive of supplementary work, in each ninth grade subject.

From the replies made, the following data were secured.

1. Grade distribution.

The table given below should be read as follows—In the ninth grade there are 3,434 boys. In the ninth grade, then, is included 38.6 per cent of the whole number of boys in the schools; in the twelfth grade, 18 per cent. This table shows clearly how great is the loss in high school population between the ninth and twelfth grade. It would seem that 66 per cent of all the boys who leave high school leave before the tenth grade is reached, and applying the same conditions to the girls gives a 61 per cent loss. However, to be quite accurate in this matter one should follow those entering the ninth grade at any one time to the end of the twelfth year.

Grade.	Boys.	Girls.
Nine	3,434 .386	4,111 .344
Ten	2,229 .251	2,990 .249
Eleven	1,630 .183	2,299 .192
Twelve	1,603 .180	2,581 .215

2. Total grade distribution by population groups.

This table shows that in the first group, that is, the 40 schools located in places of less than 2,000 inhabitants, 34.9 per cent of the total high school population was in the ninth grade, 26.3 per cent in the tenth grade, and so on. The greatest per cent of loss is found in the larger population groups where a larger number of opportunities offer themselves in competition with the school for the ninth grader's time. In such groups part time attendance for the employed should be enforced.

	9th.	10th.	11th.	12th.
First group .....	.349	.203	.206	.182
Second group .....	.322	.248	.170	.260
Third group .....	.342	.232	.193	.233
Fourth group .....	.363	.230	.195	.212
Fifth group .....	.405	.270	.183	.142

The data at hand do not give the exact relationship between failure and dropping from school. That there is a causal relationship is beyond question but there are those who fail and remain in school as well as those who fail and leave. Other factors frequently are elements in the situation and can be known only thru personal investigation.

3. Age distribution of entering ninth grade pupils.

This table should be read as follows: In the age group of 12 or less there were 35 boys. They comprise 1.1 per cent of all the boys in the ninth grade. Pupils are at age in this grade if they are either 14 or 15 years old. It was planned to present in connection with these age groups the number of failures in each group, but the data on this particular point were so few and scattering that it seemed best to discard them. This table, then, is given merely as a matter of possible interest tho, as it stands, has no bearing on the topic.

Age.	Boys.	Girls.
12 and less....	35 .014	65 .017
13 and less....	374 .125	568 .153
14 and less....	1,068 .358	1,495 .400
15 and less....	996 .334	1,078 .291
16 and less....	436 .143	410 .111
17 and over....	74 .024	78 .021

4.—Failures in required and in optional subjects.

The data given below are in terms of elections, not of pupils.

	Required.	Optional.
Boys' elections	4,428	3,640
Election failures	818	559
Per cent failures.....	18	15
Girls' elections	4,528	3,704
Election failures	589	482
Per cent failures.....	13	13

5. Comparison of failures in schools having the traditional organization with those presenting some modification of the old plan, as found in the five population groups.

It will be noted that the number of failures of both boys and girls in all groups is less in the modified organizations than in the traditional, and also that the per cent of decrease of failures is greater for the boys than for the girls. The requirements in subject matter, as given by the teachers, show practically no difference in the demands made by the different plans of organization. The better showing made by the modified organizations is doubtless due to the habits or practice effects resulting from earlier departmental teaching.

Group 1.					
Traditional			Modified		
28 schools			12 schools		
Boys.	Girls.		Boys.	Girls.	
Elections 1,344	1,632		Elections 552	732	
Failures 464	317		Failures 101	94	
Per cent 34	18		Per cent 18	13	
Group 2.					
16 schools			12 schools		
Elections 856	1,308		Elections 868	2,112	
Failures 197	152		Failures 150	304	
Per cent 23	12		Per cent 15	12	
Group 3.					
15 schools			4 schools		
Elections 1,452	1,040		Elections 436	560	
Failures 320	130		Failures 63	74	
Per cent 22	14		Per cent 14	13	
Group 4.					
10 schools			3 schools		
Elections 1,628	2,072		Elections 628	812	
Failures 412	497		Failures 58	59	
Per cent 25	24		Per cent 9	7	
Group 5.					
6 schools			4 schools		
Elections 2,552	3,172		Elections 956	1,156	
Failures 496	365		Failures 163	115	
Per cent 19	11		Per cent 17	10	
Total 7,832	10,296		Total 3,440	4,305	
1,889	1,635		535	472	
24	16		16	11	

6. Comparison of failures in schools having supervised with those having unsupervised study.

The replies made to questions three and four of the principal's questionnaire showed that a considerable number did not know what supervised study means. It is evident from this and other studies that if supervised study is to be made worth while that its technique must be improved and that teachers must receive specific training for the work. The gain under supervised study as shown below is positive but not large. It is, however, apparently a step in the right direction.

The following data were taken from 19 schools having supervised study and 91 with study unsupervised.

Unsupervised			
	Elections.	Failures.	
Latin	1,929	468	
Algebra	3,879	737	
English	4,972	796	
History	2,601	366	
Total	13,381	2,367	
Supervised			
Per cent.	Elections.	Failures.	Per cent
24	408	73	18
19	1,322	201	15
16	1,648	238	14
14	370	46	12
18	3,748	558	15

7. The initial preparation of ninth grade teachers.

8. Experience in teaching four ninth grade subjects.

The median for the English teachers lies within the group having two years of experience; for the Algebra teachers, within the three year group; for the Latin teachers, within the three year group; and for the History teachers, within the two year group.

The data show that it is the practice of the superintendent to determine the quantity of the work while it is left to the teacher to determine its quality. On the basis of classroom experience as indicated above, it is questionable whether the standards employed by approximately fifty per cent of the teachers are determined with any degree of accuracy. Under such conditions the use, as far as possible, of objec-

	College or University.	Normal.	Not Given.
Group 1	36	85	13
Group 2	76	28	4
Group 3	83	10	4
Group 4	75	2	6
Group 5	89	5	5
	69%	25%	6%

Experi-ence.	English Number.	Algebra Number.	Latin Number.	Ancient History Number.
0	32	29	15	31
1	23	18	14	19
2	17	20	12	13
3	17	20	9	7
4	9	9	5	3
5	7	6	9	3
6	7	6	6	0
7	3	6	6	2
8	1	2	3	0
9	3	1	1	1
10	1	3	5	1
11	0	0	0	0
12	1	0	1	0
13		2	1	1
14		0	1	0
15		1	3	1
16		1	1	0
17		1	0	0
18			1	1
19				
20				
21				1
22		1		
23				
24				
25			1	
...				
32	1			
	122	126	94	84

tive standards scientifically determined would be highly desirable.

9. Failures in ninth grade subjects.

The first column gives the number entering the class at the beginning of the semester, the second column followed by the per cent gives the number that dropped from the class during the semester, the fourth column gives the number examined, and the fifth followed by the per cent gives the number of failures in that subject.

The first line of figures under each subject gives the total, the second line gives the data for the boys and the third line for the girls.

Latin.					
Entered	Dropped	Per Cent	Examined	Retarded	Per Cent
2563	226	9	2337	541	23
B. 954	109	11	845	289	34
G. 1609	117	7	1492	252	17
German.					
532	57	11	475	88	19
207	26	12	181	57	31
325	31	10	294	31	11
Algebra.					
5578	377	7	5201	938	18
2542	206	8	2336	568	24
3036	171	6	2865	370	12
English.					
7097	477	7	6620	1034	16
3132	268	8	2864	654	23
3965	209	5	3756	380	10
Botany.					
866	85	10	781	121	16
402	42	10	360	61	17
464	43	9	421	60	14
Physiography.					
433	36	8	397	62	16
230	23	10	207	29	15
203	13	6	190	33	17
History.					
3203	232	7	2971	412	14
1459	135	9	1323	223	16
1745	97	5	1648	189	12
Science.					
1500	124	8	1376	175	13
842	89	11	753	100	13
658	35	5	623	75	12
Civics.					
475	17	4	458	32	7
210	10	5	200	19	9
265	7	3	258	13	5
Typewriting.					
232	23	10	209	49	23
57	7	12	50	16	32
175	16	9	159	33	20
Commercial Arithmetic.					
1473	122	8	1351	228	17
609	57	9	552	101	18
864	65	7	799	127	16
Bookkeeping.					
363	27	7	336	47	14
144	12	8	132	22	16
219	15	6	204	25	12
Mechanical Drawing.					
536	35	6	501	52	10
Manual Training.					
555	28	5	527	35	7
Domestic Science.					
614	33	5	581	23	4
Domestic Arts.					
644	34	5	610	26	4

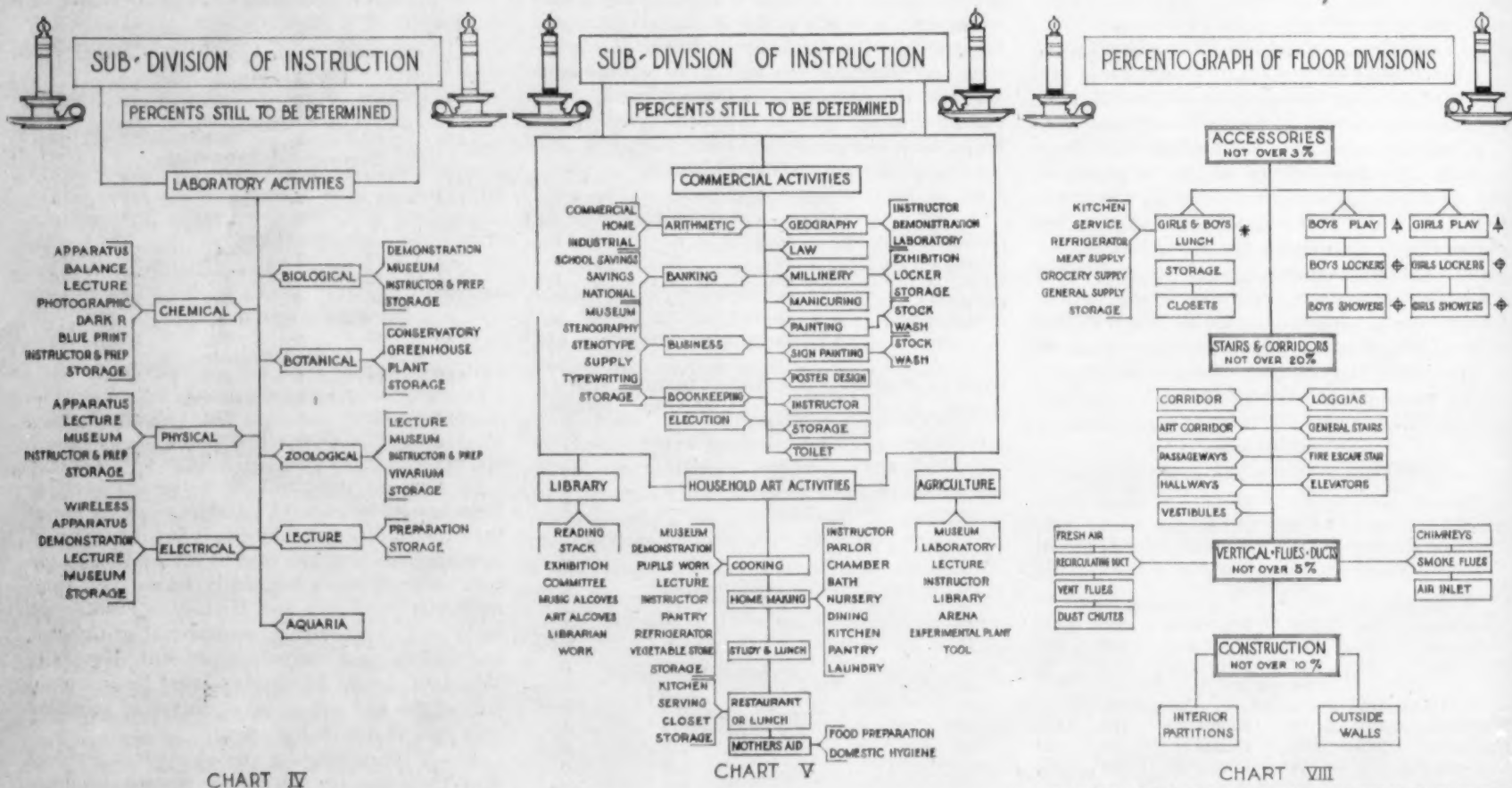
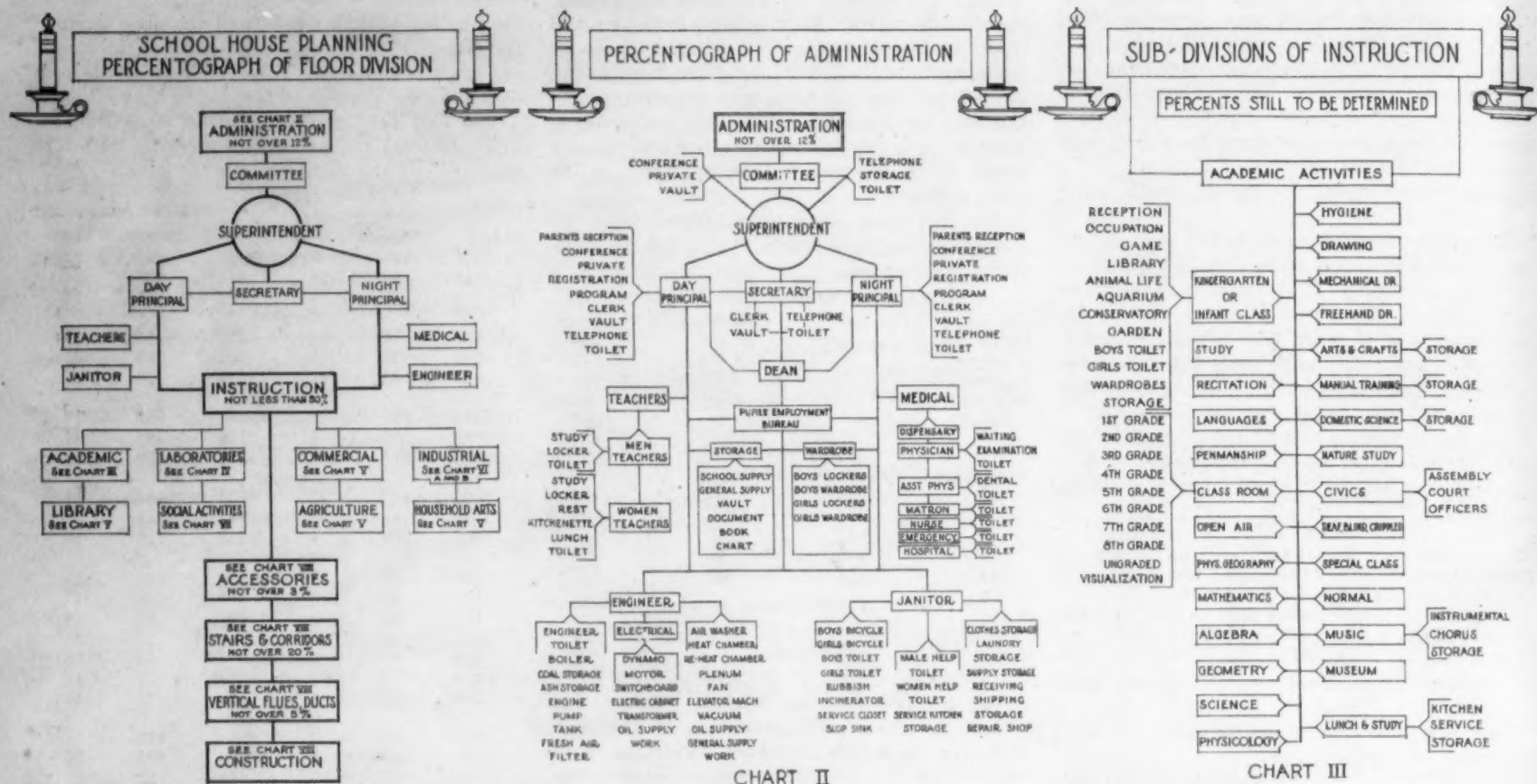
In view of the fact that the commercial branches are considered by some as much easier than the traditional subjects, it is interesting to note that the total per cent of retardation in the four subjects most commonly taken, i.e., English, Algebra, Latin and History is exactly the same as in typewriting, commercial arithmetic, and bookkeeping—seventeen per cent. Naturally this data should be supplemented by a mental test of the two groups as a degree of selection may be a factor in the case.

In all the subjects given above it is evident that the boys are thoroly consistent in dropping subjects more freely than the girls and also in achieving a higher per cent of failure. Clearly no subjects in the high school are too difficult for the girls to master. Indeed, the question might be raised whether the curriculum and the teaching corps is not more suited to the taste and ability of the girls than of the boys.

Summary—The loss in attendance between the beginning of the ninth grade and the begin-

(Concluded on Page 115)

EFFICIENCY OF SCHOOLHOUSE PLANNING AS REVEALED BY THE PERCENTOGRAPH



* LUNCH ROOMS TABULATED UNDER ACCESSORIES ONLY WHEN NOT USED AS STUDY & LUNCH ROOM COMBINED
 † PLAY ROOMS TABULATED UNDER ACCESSORIES ONLY WHEN NOT USED IN CONNECTION WITH ORGANIZED PLAY
 ‡ WHERE LOCKERS AND SHOWERS ARE SITUATED DIRECTLY IN ROOMS USED FOR EDUCATIONAL ACTIVITIES THEY SHALL BE INCLUDED WITH SUCH ROOMS

The charts reproduced above are part of a series prepared by Architect Frank Irving Cooper, of Boston, for the Committee on Standardization of Schoolhouse Planning and Construction of the N. E. A. The charts are based upon accurate studies of more than two hundred of the best high and grade schools in various sections of the United States, in an effort to determine the best results in providing educational working space in school buildings.

Chart One shows the general percentages determined by Mr. Cooper as found in the most efficient school buildings and adopted as a minimum standard for present practice. The subsequent charts represent percentages found to generally prevail in the provisions for administration, instruction, and accessories. Two of the charts are not shown.

RURAL HEALTH VS. CITY HEALTH

Louis W. Rapeer, Ph. D., Washington, D. C.

Are country children and adults less healthy than city people? Certain prominent men have repeatedly asserted in recent years that they are. Our customary way of thinking, however, is that country children are very healthy. "No more healthful place than the country can be found," is a common remark. "Certainly the city, with its congestion, its dark and insanitary tenements, its saloons and sedentary recreations, its indoor work, and its limited areas where children may play (frequently no better than a narrow fire escape on which to stand overlooking a dismal area from which arises fetid odors and into which no greater variety penetrates than a stray cat and the washings on lines pulled out from many windows) is notoriously the place in which human life degenerates and rapidly passes away." "If it were not for the country, pouring its fresh, healthy, red blood each year into the city in a large and constant stream the city would disappear for lack of people," is another opposing assertion.

And it would seem at first glance that those for the country had the better argument. People are very much crowded together in cities; and crowded conditions, other things being equal, make the spread of infectious diseases very easy. The lack of vigorous outdoor life, the nervous, killing pace of the highly stimulated and competitive life, the many forms of vice and self-indulgence, the greater race suicide, and the great poverty of cities, all coupled with the unhealthful luxury and idleness of the over-rich of the city undoubtedly do help to lower vital efficiency very much. On the contrary, the fresh air and outdoor tasks so good for tuberculosis and most other ailments; the simple natural pleasures and interests; the good food and water; the abundance of fruit; the fine places for all children to play out of doors, or in the big barn on rainy days; the hunting and tramps across country; the horseback (instead of street-car) riding; the more vigorous physical life of women; and the greater isolation leading to greater freedom from possible infection—from these it would seem that this life necessarily gives the countryman a decided advantage over the city dweller.

But facts sometimes play havoc with theory. In theory we frequently overlook the factors which produce the facts contrary to our hypotheses. Perhaps the very congestion of the city leads to better control of disease and elimination of the causes of ill health than the country can possess. An expert of the Public Health Service, like Stiles, finds, for example, that 90 per cent of the wells, springs, and other sources of water supply in the country are polluted with materials which may readily contain typhoid and other disease microbes and intestinal parasites. Yet a city of many millions can furnish for more people than are contained in two or three of our largest states water that is as pure as is desirable for human health. The city can enforce the quarantine, medical examination and treatment at schools, and proper garbage and manure disposal, thus eliminating flies; it can insure relatively pure food with considerable variety; it can provide supervised play, open-air schools and classrooms, roof, park and other playgrounds, first-class hospitals of all kinds, and so on. Thousands of country people die each year because they cannot or do not get expert medical treatment and nursing. In the city, skilled specialists and good nurses are abundant and there is a great deal of free medical care and treatment by endowed and other institutions. Dr. Woods Hutchinson has said that the healthiest children he has ever observed

are those who frequent the parks of New York City. Perhaps the city is not so unhealthful. Perhaps the country has some health problems of its own.

A much-published graph shows the difference in the rate of decrease of deaths from principal causes in the city of New York and the state of New York up to recent years. It shows that the death rate in the city was in 1900 considerably above that of the country, justifying the assumption that the country people were healthier. But since vigorous health measures have been instituted in the city the death rate has decreased each year until in 1909 it passed below that of the country and has since maintained its superiority. The decrease in the rate from about 21 to 14 and less is not a matter of chance and coincidence but the direct result of putting the modern science of preventive medicine to work instead of keeping it stored in learned volumes unapplied. Such a decrease in the rate for a city of several million means hundreds of thousands of lives saved to society. Each of these lives has been prolonged by a direct money purchase; and the average amount of money spent for each can be computed. Farr's figures for the economic value of life as quoted by Fisher in his "National Vitality," a report to the government on the conservation of life and health, now published by an outside company also, are as follows:

Age	Value	Age	Value
0	\$ 90	30	\$4,000
5	950	40	4,100
10	2,000	50	2,000
20	3,000	80	700

If the money value of a life at fifteen is as low as \$2,500, public financial economy is warranted in spending at least an equivalent amount for saving a life at this age. If the average value is \$2,000, a better figure here and now, the community is justified financially in spending large sums for health provisions, far greater than are spent for this purpose any place in the world at present. Find the death rate and number of deaths during a recent year in your county or township or consolidated-school district; consider that approximately half of these deaths might have been prevented; multiply this half by \$2,000, and then compare your annual health expenditures with this sum. Usually the county and community health expenditures are insignificant, even averaging up for a county or district its share of state health expenditures and counting in the actual costs of hygiene instruction and physical training in the public schools. The present per capita expenditure for all citizens of the United States for all types of public and private health provisions is extremely little. Yet for from one to five dollars per capita rural counties can purchase life-saving agencies that will each year show results comparable with the decrease in the mortality rate in New York City. For illness and physical defects also the rate will decrease.

Of a hundred persons taken ill with typhoid at this time about 85 to 90 recover; measles, 98 or 99; scarlet fever, 96 to 97. Seven thousand deaths of children of school age from typhoid annually means at least fifty thousand cases of the disease in this group. Typhoid is today more than nine-tenths preventable. Nine-tenths of fifty thousand cases is a large number, 45,000. Wholesale preventive inoculation, health teaching, wholesome water, decent privies (instead of no privies at all on 55.3 per cent of 4,822 farm homes in about 200 different localities, as found by Dr. Stiles of U. S. Public Health Service, and exceedingly poor, fly-ridden ones in general

when they were in existence, thus preventing typhoid, hookworm, and other diseases), discovery and treatment or isolation of carriers, a strong county health department working in close co-operation with the county board of education, including rural-school and home visiting nurses and physicians—such service is purchased very cheaply considering what is bought thru it, precious human health and a large number of lives each year.

Some day we shall be paying public-health physicians to keep us well rather than supporting a large medical profession by our diseases. In China health has long been purchased rather than disease cure. The methods may have been poor but the principle is right. A comparison of urban and rural death rates for thirty of the principal causes of death shows that in actual number of deaths the country falls below the city in such diseases as typhoid, enteritis, and tuberculosis.

The State Board of Health of Indiana in 1915 surveyed four Indiana counties with a rural population of about 25,000, which was about 70 per cent of the total population. The consumption (tuberculosis of the lungs) rate was 25.5 per cent above the state rate, the typhoid rate was higher, and the general rate still higher. In the statistics of the registration area of the United States, which gives us fairly accurate facts about death and disease, the rate for the following diseases is commonly higher for the rural and village regions than for cities; malaria, small pox, whooping cough, influenza (grippe), other epidemic diseases, a number of nervous diseases, accidents, all other causes, and unknown.

In sanitation, country districts, contrary to common opinion, do not stand high. In the Indiana rural survey mentioned, rural sanitation was studied by the investigators by the house-to-house method and a score card used in estimating the sanitary conditions, including the following items: site, house, cellar, ventilation, water supply, sewage disposal, barn, barnyard, pig pen, hen coops and disposal of manure; the health of the family was also noted. A score of less than 75 per cent was considered below standard and insanitary. After the averages for each county were made the scores for entire counties were as follows: 54 per cent, 53 per cent, 52 per cent and 43 per cent. In one county studied, the investigators found that 86 per cent of the farm houses surveyed were insanitary. Many studies by sanitary and health experts reveal that both the health of the people and the sanitation of their environment are far below what they should and easily might be.

In the country it is as yet almost impossible to influence by law and administration the many causes of illness and death. In the city more powers are granted the health authorities than are given the police. Regardless of individual whims and opinions a reasonable degree of sanitation is enforced. In the country every farm household is largely a law unto itself and unventilated homes, fried foods, poorly-chosen foods, over-work, an almost total lack of dental and eye hygiene, few and frequently incompetent physicians, lack of hospitals, dark, unlighted dwellings, filthy care of milk, lack of screens for mosquitoes and flies, insanitary garbage disposal, and disease-breeding privies, manure piles, and open wells and springs (all of which are typhoid, diphtheria, hookworm and consumption carriers) may easily flourish uncontrolled thru the individualistic right of the farmer. In the country, also, there is an almost complete absence of health books and

education, coupled with medieval superstitions about disease and health.

But disease is social and international. It spreads from the farm to the city thru infected milk, vegetables and fruits, and the visiting farmer's family. Bubonic plague breaking out in India is a menace to us and a matter of serious concern. Soon it may reach our ports and spread to any part. Any ill health is a social matter and the smallest unit for vigorous enforcement of education in hygiene should be the state with well-organized county or other district working forces. As the results of ignorance and insanitary conditions spread thru travel and migration from the rural school to all quarters it can be seen that education and health are very much alike in their social significance, and are thus state and national affairs. The medical supervision of the schools of Pennsylvania is administered from the State Department at the capital. Such work in the schools should be in the hands of the state department of education and administered under the county superintendent of schools while frequently the county health officer and county supervisor of educational hygiene should be one and the same person.

Health of Country and City Children.

In death, illness, and physical-defect rates the country in general does not compare very well with the healthiest cities; it is probably up to the level of cities in general at present, but the cities are progressing far more rapidly than the country. What New York and other progressive cities are accomplishing will soon become standard. The country has had drawn from it by the cities much of its most vigorous, enterprising, and physically-desirable stock, leaving people with lower vital efficiency at home. This loss of much of the best blood of the country to the city and the greater proportion in the country of old, conservative, patent-medicine-using people tend to lower all disease and defect rates of the city as compared with the country.

In many rural communities the percentage of mental defects is extraordinarily high. Inter-marriage of a few mental defectives in secluded sections, such as backwoods valleys, a hundred years ago has gradually led to entire communities of mentally defective rural people. The work of Davenport, Goddard, and others has disclosed the extent and inheritability of this terrible defect. The country with its simpler life shelters such degeneracy which, because it is strictly inheritable, is worse than a plague. The Survey Magazine and many books have given us statistical and descriptive pictures of such rural conditions which tell against the average of rural health.

The worst arraignments of the country for the bad health conditions of its children and the insanitary condition of their environment has been made by the United States Public Health Service, the Children's Bureau, some of the State Health Departments, and the Joint Committee on Health Problems in Education of the National Council of the National Education Association and of the Council on Health and Public Instruction of the American Medical Association. The reports of the many physicians in rural Pennsylvania connected with the medical inspection of schools and of those of a few other rural regions are chiefly relied upon for rural data and these are compared with the recent reports of physicians in cities like New York. This method is obviously very faulty and cannot be relied on for accuracy for such sweeping conclusions. The writer's studies show the many sources of error in comparing data as given by different physicians or by the same physician at different times.

Lacking objective standards commonly used, reports are but subjective judgments. Even for vision tests where objective standards are used, such as the Snellen test cards, great variations appear, even when all use the same coefficients. But some use the standard 20-20ths, others 20-30ths, others 20-40ths, for reporting defect, and so on. The writer recommended the last and it is being widely adopted; but it can be seen that comparisons are now not only "odious" but unreliable. When the medical inspection or supervision is new and the doctors are trying to make a showing, the ill-health and physical-defect rates are very high. Gradually the physicians become more reasonable and settled and the rates become lower year by year as can be seen in the rates for Pennsylvania or New York City. Let the physician learn that glandular defects are serious and his reports soon begin to show more of such ailments. In Pennsylvania the work has been mere inspection, finding the number of cases each year, with no compulsory or other corrective agencies; evidently the lowering rate year by year is not due to the fewer cases existent.

The only way to obtain comparable data is thru the use of objective standards by the same persons in both city and country. Lacking these, the same persons must do the examination in both places. And even under these conditions the city rate will tend to be lower because of psychological reasons. In the city children are handled rapidly by hundreds and thousands. In the country but a few are gathered together in the typical one-room school. Unconsciously, the examiner will tend to count more defective where he deals with so few at a time and where he is not so hurried in his work. Thus we cannot entirely depend upon the startling statements shown by tables of statistics.

A diagram has been prepared to show the proportionate percentage of ill-health conditions in the country and city. Country defects are greater than city for teeth, tonsils, adenoids, eyes, malnutrition, enlarged glands, ears, breathing, spinal curvature, anemia, uncleanness, lungs, heart disease, and mentality—every defect listed. Comparisons of infectious and non-infectious ailments are not made. The teeth defects for both city and country are lower than actual, largely because physicians rather than dentists make the examinations. About 60 per cent of school children have teeth defects which need dental treatment in any one year. The figures for enlarged tonsils and adenoids both are too high if we consider that only those should be reported which need curative and surgical treatment. Surely not one in four children in the country need operations for such defects. For eye defects the rate of one in five pupils is very high when compared with the writer's standard of one in fifteen—20 per cent compared with 7 per cent. Shall we say that one of every five children should wear glasses for the correction of visual defects? We must conclude that the figures are both unreliable and incomparable, but that the showing is very bad for the country with the presumption that health conditions of country children, with regard to these defects at least, are somewhat worse than among city children.

Now what conclusions can be derived from the many investigations and summaries of statistics with respect to the debatable question of the relative health and sanitary condition of country and city, especially with reference to schools and school children? We offer the following tentative conclusions:

1. Contrary to the usual opinion, health conditions in the country are in general about as bad or worse than in our cities.
2. In general, the country death rate is lower, altho it is higher for certain diseases.

3. The surprising fact about health returns from city and country is not the observable differences but the great similarity, the rates being so nearly the same for city and country as to lead one to conclude that if exactly the same standards were used in exactly the same way by the same investigators for city and country the results in general would be quite similar.

4. It is difficult to list the particular advantages and disadvantages of the two environments as yet, the one being offset by the other so frequently, the data being so poor, and the variations being so great.

5. The administrative agencies and instruments in the form of health departments, medical and sanitary supervision of schools, water, sewage, housing, garbage-disposal, and general medical and sanitary regulation and wholesale provision in the country are very much behind those of the cities. The country has hardly started on a health program as yet.

6. Strong state and county administration of schools, well supported and free from partisan politics; able medical supervision of schools thru trained school physicians and nurses; the consolidation of schools and the improved teaching of hygiene, sanitation, and physical education obtainable thereby; and the general method of adapting the rural schools to meet the principal problems of rural life—one of the first of which is clearly that of health and recreation—will all contribute in a few decades of experimentation and improvement to providing as desirable health conditions in the country in many places as in the best health cities. At present the problem is a serious one and the solution will involve breaking away from many of the established customs and superstitions of rural life in America. As a challenge to progressive workers for the public good no task in our democracy is more inviting and stimulating. Human lives and hopes depend upon such work and it should inspire the earnest efforts of idealists.

However, as E. E. Rittenhouse of the Life Extension Institute has said, "the body politic seems still to prefer a high death rate to a slight and temporary increase in the tax rate."

"How much," says the American taxpayer, "will it cost to reduce this annoying death rate to the lowest possible limit?"

"About \$1.50 per capita at first, much less later on," says the health officer, "and you will gain immeasurably by the increase in the wealth and happiness of the community."

"Very well," says the taxpayer, "here is 25 cents; we will save two bits worth of these lives. The rest will have to die. We have much more important uses for our money. We must improve the streets and roads and beautify our cities with much-needed parks and public structures. We must improve our harbors and rivers, build canals, and encourage commerce generally. Besides we are absolutely obliged to use about three billion dollars this year for automobiles, jewelry, candy, alcoholic drinks, tobacco, diamonds, and other urgent needs of life. What is a loss of a few hundred thousand lives compared with these vital necessities?"

"And so the health officer (and the school) plods along with his two-bit appropriation and naturally runs a two-bit service. His own fitness and efficiency may be 100 per cent, but the effectiveness of his department only 16 per cent because of the 25-cent limit."

Public health is purchasable with money, skill, and effort. The country places can be made gardens of Eden and the cities as healthful and happy as the country. We are many years behind the van of discovered health

(Continued on Page 115)

THE CLEVELAND SCHOOL SYSTEM

R. G. Jones, Superintendent of Schools

The city of Cleveland, proud and pleased to be able to welcome the Department of Superintendence of the N. E. A. in the near future, is taking the responsibilities of its hostship seriously.

The local committee on arrangements, as outlined in the N. E. A. bulletin, is organized to provide for the convenience and comfort of the visitors and to cooperate with the officers of the N. E. A. to make this meeting a record breaker in every progressive particular.

At the request of the editor there is submitted herewith a brief of the educational activities of the city which may prove useful and interesting to those who attend the convention, and will at least serve to indicate to them what they may find in the Cleveland Public Schools.

Cleveland, which scarcely more than a century ago, was a wilderness, now has a population approximating a million. Even Detroit accepts this estimate and proceeds to revise her own. Be it known, the Board of Estimates of Population in the city of Detroit is a generous and fearless body.

Summary of School Activities.

For the sake of brevity, a summary from the recent school report is submitted, which will indicate the physical make-up of the public school system, including the number of schools and the enrollment.

	Number.	Enrollment.
Elementary Schools	96	82,279
Junior High Schools	15	13,548
Senior High Schools (Acad.)...	6	5,996
(Tech.)...	2	3,987
(Com.)...	2	1,870
Normal School	1	219
Special Schools—		
Opportunity	6	201
Blind	14	143
Boys' School (Corrective)...	1	326
Detention	1	313
Crippled Children	1	124
Deaf	1	138
Defective—Mentally	29	1,230
Foreign Classes	1	28
Open Air	8	657
Girls' Farm (Detention)...	1	49
Warrensville Farm (Sanatorium)	1	37
Hudson Boys' Farm (Corrective)	1	162
Kindergartens	90	8,747
Evening High and Junior High	12	4,778
Evening Elementary	108	3,677
Preventorium	1	30
Boys' School (Summer)...		164
Total enrollment for all schools and all types, not including Summer or Evening Schools, and counting each name but once		117,671
Total employees in instruction department, not including Summer or Evening Schools		3,469

Some Results of the Survey.

Doubtless, most of those who will attend the meeting have read the Cleveland survey, which offered a detailed analysis of the Cleveland Public Schools. Cleveland served as an educational clinic for the country. Naturally, school conditions as found in this city are quite common in the large city schools of the country. The time occupied in making the survey was about one year, and while locally many members of the teaching organization felt that the report was not sufficiently seasoned, at least the survey enabled Cleveland to see herself as others see her.

The city has attempted to observe the recommendations and suggestions offered in the study in a large measure, but financial limitations here, as elsewhere, have precluded the complete fulfillment of ambitions and desires expressed in the survey and many more recognized locally.

The present physical property is in good condition, but the building program has not kept pace with the city's growth. To actually house the children, a shift plan with a longer school day has been introduced, portable schools have been constructed, and half-day classes have been a necessity in some instances.

Increased Cost of Buildings.

The cost of Cleveland school buildings erected in 1913 was \$6,000 per standard classroom. That cost has now more than quadrupled, the latest bids received for the construction of a school building being on the basis of \$27,000 per standard room. In 1913 the cost per cubic foot, architects' measure, was 15 cents. Now it is 62 cents. Cleveland's bonded debt for school buildings is not excessive (\$12,000,000 with an additional issue of \$4,000,000 authorized), yet the enormous increase in costs has made the question of how to house the increasing school population, a most difficult one.

Five new senior high schools and as many junior high schools are needed at present, while suburban expansion calls for elementary schools constantly. While the city has been committed to academic, commercial and technical schools, it is proposed to build a large cosmopolitan high school near the University Circle at East 107th Street, which will be a link in an educational group. Here there will be provided educational facilities of a wide range, from kindergarten to university graduate study, including the elementary, kindergarten and training school, junior and senior high schools, the School of Education, Western Reserve University, including Adelbert College and the College for Women, Case School of Applied Science, the Cleveland School of Art, the Art Museum, the Museum of the Western Reserve Historical Society, and the Latin School (Parochial).

Classification of Types of Schools.

The divisions of the entire school unit are differentiated by years one to twelve. The first six years are classified as elementary, the seventh, eighth and ninth years as junior high, the tenth, eleventh and twelfth years as senior high. Various combinations of these subdivisions prevail by reason of the introduction and evolution of the junior high. There are three, four and six-year high schools, and in some instances, seventh and eighth grades are classed with elementary grades.

Administrative and Supervisory Organization.

The Superintendent, Dr. Frank E. Spaulding, created the following organizations for the management and supervision of the schools: To the Deputy Superintendent, Mr. R. G. Jones, who relieves the Superintendent of much of the headquarters office work, is also assigned the supervision and management of all grades from the seventh to the twelfth inclusive.

To Assistant Superintendent Miss Catherine T. Bryce, is assigned the supervision and management of the first six grades, including the kindergartens.

The Deputy Superintendent gives his personal and active supervision to the senior high schools. He has the assistance of Assistant Superintendents—Mr. A. C. Eldredge and Mr. Charles H. Lake—who actively supervise the junior high schools and the seventh and eighth grades in elementary schools.

Assistant Superintendent Bryce is assisted by the general supervisors of grades one to six inclusive, Misses Jennie D. Pullen, Florence A. Hungerford, Eva T. Seabrook, Olive G. Carson

and Alma B. Caldwell, and by Miss Margaret A. Trace, Supervisor of Kindergartens.

Mr. Chas. Swain Thomas and Dr. E. B. de Sauze, respectively, have special supervision of English and modern languages, in junior and senior high schools.

Assistant Superintendent George E. Carrothers has in charge the organization and supervision of all extension activities, including night schools, Factory Schools, Community Centers and School Gardens.

Assistant Superintendent A. P. Fletcher has in charge all branches of Vocational Education within the city, and is in control of several Smith-Hughes teacher training centers in neighboring cities.

Mr. Fletcher is assisted by the following special supervisors: Mr. W. E. Roberts, Manual Training; Miss Helen M. Fliedner, Art; Miss Adelaide L. Van Duzer, Domestic Science and Arts; and Miss Elsie G. Caring, Lunch Rooms.

Assistant Superintendent A. C. Eldredge has general direction of Physical Education, Medical Inspection, and Compulsory Education.

Special Departments.

The supervision of the special departments, under assistant superintendents as indicated above, is in charge of the following:

Medical Inspection, Dr. L. W. Childs.
Psychological Clinic, Dr. Bertha M. Luckey.
Mental Defectives, Miss Charlotte Steinbach.
Speech Correction, Miss M. Claudia Williams.
Physical Education, Mr. Henry W. Luther.
Physical Education, first and second grades, Miss Louise C. Wright.
Military Training, Col. E. E. Fuller, U. S. A.
High and Elementary Extension Schools, Mr. George A. Green.
Community Centers, Miss Mabel I. Otis.
Home Projects, Mr. Otis M. Eastman.
School Housing, Mr. Frank P. Whitney.
Department of Reference and Research, Mr. James B. Welles.
Bureau of Appointments, Miss Lillian Foliart.
Department of Music, Mr. J. Powell Jones.
Department of Penmanship, Mr. C. A. Barrett.

Details of School Organization.

The following detailed information will give the visitors to Cleveland a better idea of the scope of the Cleveland Public School system than they can possibly obtain from mere statistics.

The Cleveland School of Education (including the Normal School) is designed for the training of teachers in three terms of day school per year with a summer school of six weeks and extension courses outside of regular school hours during the academic school year for teachers in service here and elsewhere.

Plans are under way for the coordination of the School of Education with Western Reserve University, to the end that teachers may have certain recognized courses credited toward collegiate degrees.

The High Schools.

In the academic high schools, the curriculum includes all subjects required to be taught in that type of school, as well as home economics, manual training, applied art, bookkeeping and science. The courses in these schools meets the entrance requirements of the leading colleges and universities.

The technical high schools are provided with shops fully equipped for the teaching of all trades in metal and wood (including also mechanical drawing and printing) for boys, home

economica, millinery, dressmaking and applied arts for girls. There are also liberal courses in mathematics, English and science.

In the High Schools of Commerce, boys and girls are fitted for active service in the commercial world. The courses include general office work, bookkeeping, stenography, stenotypy and typewriting, as well as the use of the various mechanical aids to general office practice. These schools are crowded with pupils. Never since they were established have they been able to supply the demand for office help possessing the efficient training given under the courses pursued in them.

Under the board-of-education regulations, the senior high schools are open to all persons, regardless of age, who may be benefited by instruction in them; part time attendance is permitted and encouraged when such arrangement best serves the interest of the pupil.

Junior High Schools.

In the junior high schools, seventh, eighth and ninth grade work is given under departmental instructors. There are also courses in sewing, cooking, applied arts, printing, sheet metal work, bookbinding and other similar trades. Six of these junior high schools are housed in senior high school buildings and the other nine are in buildings either erected for the purpose or remodeled to meet the requirements.

Elementary Schools.

The regular elementary schools are conducted for pupils from grades one to eight, inclusive, tho in a great majority of the buildings the sixth grade is the highest, due to the transfer of seventh and eighth grade pupils to the junior high schools.

The kindergartens are conducted in elementary school buildings and are organized on the two-session-a-day plan with separate groups of pupils mornings and afternoons. The largest class allotted to one teacher contains fifty pupils, (twenty-five being the minimum) and each addition of twenty pupils entitles the kindergarten to the service of a half-time teacher.

Special Schools.

Among the special schools is the Boys' School, which includes the detention home for boys and girls to which commitments are made by the Judge of the Juvenile Court. This is a parental institution. The pupils cared for there are transferred from regular elementary schools because of truancy or incorrigibility, and when reformed are sent back to their regular classes.

The School for the Deaf is a model among such institutions in the United States. Being partially supported by the state, it is open to all persons who may be in need of the particular instruction which it provides. The building is a model of construction, and the oral method of teaching used has achieved remarkable results.

The School for Crippled Children has been in existence for a number of years. This is also partially supported by the state. Children are transported to and from the school in motor busses and horse drawn vehicles. In addition to the regular work of the school, a field worker is provided whose duty it is to keep in touch with the home life of the pupils and to provide a way for bringing into the schools all crippled children who are in need of instruction.

Sight-Saving Classes.

Classes for the Blind are conducted in a number of school buildings. They are supported mainly by state appropriations. In these classes not only are sightless children cared for, but also those with impaired vision and those suffering from afflictions likely to lead to blindness.

There are nine sight-saving classes, which are designed to meet the needs of pupils who, tho

not blind, are very seriously handicapped by reason of defective vision. The aim of the department under which these classes are conducted are: 1. To enable pupils with weak eyes to take advantage of the public school facilities with a minimum of eye strain. 2. To teach each individual child the dangers attendant upon his own peculiar eye difficulty and how to use his limited vision to the greatest possible advantage. 3. To place these persons in vocations where they will be least restricted by reason of their visual defect.

The rooms in which the sight-saving classes are located have been selected for their unusually good natural lighting conditions. They are equipped with artificial lighting planned especially by an illuminating engineer. Books in very large, clear type, typewriters; soft, heavy pencils, and desk blackboards are provided liberally in order to reduce eye strain.

Most written work and special instruction is carried on in the sight-saving classroom; most oral work and a very limited amount of written work is performed in the regular grade rooms in competition with the pupils with normal vision. Sight-saving classes are under the close supervision of an oculist employed by the board of education.

The general results of these classes are the reduction of repeating to a very marked degree, the almost universal checking of progressive eye diseases, and in the industrial world the conversion of a group of habitually floating, dissatisfied employes to a satisfied group of workers, changing their jobs far less frequently than the average wage earner.

There are also maintained with state aid two boarding cottages for blind pupils—one each for boys and girls, in which children requiring such attention are housed during the school year.

Mentally and Physically Defectives.

The mentally defective pupils are sent to special classes after examination in the psychological clinic, and under a supervisor of special classes work is assigned to them which is within their capacity. No set course of study is followed, but manual training and home economics are introduced to the extent that pupils can master this line of work. These pupils are sent to special class centers where two or more teachers are in charge.

Open-air classes are maintained for anemic and tubercular children in rooms specially constructed for the purpose, which are open on all sides to the weather. The pupils are provided with special clothing and their feeding while in school is provided for by the board of education.

Two schools are also maintained for tubercular pupils—one a preventorium at the Children's Fresh Air Camp, in the outskirts of the city, and the other at the Warrensville Sanatorium, just outside of the city limits. At this latter school persons up to 21 years of age are instructed.

Correctional Schools.

The Boys' Farm School is at the Hudson Boys' Farm (a city correctional institution twenty miles outside the city) where teachers are employed during the entire year. The Superintendent is Mr. John E. Eisenhauer, a former Cleveland high school teacher.

There is also a girls' detention school at the Warrensville Farm (a city correctional institution just outside the city limits) where delinquent girls are taught in the various grades and also given a course in home economics.

Vocational Work.

The Technical High Schools prepare primarily for executive positions and for trade work in shops. There is, however, need at present of a trade school which will take boys at the close of

the junior high school period and give them a short intensive training for industry. This type of school has been considered but has not been developed in Cleveland, due to the fact that building operations were suspended or delayed because of the war.

Part-Time Work for Apprentices.

For the past few years an increasing number of manufacturers in Cleveland have desired to send their apprentices to the schools for supplementary training in shop mathematics, mechanical drawing and shop science. Classes are now conducted at East Technical High School, West Technical High School and Collinwood Junior High School in these subjects. The apprentices who attend these classes come from the machine shops of various large industries. They attend for one forenoon of each week and in the afternoon the teacher visits the industries in order to co-ordinate carefully the school work with the shop work which the boys are doing.

In accordance with an agreement between the Master Plumbers, the Plumbers' Union and the board of education, all of the plumbing apprentices of the city are required to attend school for one-half day per week during the entire term of their apprenticeship of the trade. Classes meet daily at East Technical High School.

Teacher Training.

Teacher training classes for instruction of mechanics who wish to become teachers of shop and related subjects have been organized in Cleveland as a center with branches in Akron, Canton, Youngstown and Elyria. In these classes are enrolled carpenters, cabinet makers, pattern makers, printers, electricians, painters and decorators, and machinists.

Development of Educational Work in the Industries.

During the past year the teacher training work authorized under the Smith-Hughes law was extended to include foremanship classes. Classes for foremen and minor executives have been organized in a number of factories. These courses include instruction in teaching processes and in the management of men. An interesting development of this work has been that a number of the men thus trained have, in turn, become teachers and are conducting foremanship classes in the industries for the assistant foremen and gang bosses.

Corporation Schools.

One of the most promising fields in vocational education is that of the corporation school. The board of education and a number of employers are cooperating in the establishment of classes in various subjects within the plant. Courses have been organized in blue print reading, mechanical drawing, shop mathematics, corrective English, public speaking, vocational guidance, principles of office management and economics. Some of these classes are held on the company's time and some on the men's time. In some cases workers come at 7 o'clock in the morning in order to get instruction for an hour before the day's work. In some cases the instructors are furnished and the expense borne by the company, and in others the instructors are furnished by the board of education.

Educational Extension.

In August, 1917, upon the recommendation of Superintendent Spaulding, the board of education created a Division of Educational Extension. Immigrant Schools, Evening High Schools, Community Centers, Playgrounds, School Gardens and other extension activities were assigned to this division.

School Gardens.

School garden work has been so organized that it is of two types: tract gardens and home

gardens. During the summer of 1919 tracts with 415 boys and girls as "farmers," had a total of more than 90 acres under cultivation. Eighty-five acres of "backyard" gardens averaging 497 square feet in size were cultivated by 7,840 school boys and girls during last summer. Tools are provided by the board of education to children not able to furnish their own.

Community Centers.

The community center activities have been organized in 18 different localities, and are reaching about 5,000 people a week. There are more than 100 workers leading in activities which may be grouped as follows: 1. *Gymnasium*—Volley ball, basketball, physical training, athletic clubs; 2. *Musical*—Orchestra, glee club, community singing; 3. *Boys' Work*—Boy Scouts, game rooms, debating, printing, manual training, boys' clubs; 4. *Girls' Work*—Sewing, cooking, Girl Scouts; 5. *Dancing*—Social and special; 6. *General Dramatics*—Moving pictures, library, community and patriotic meetings.

Playgrounds.

The playgrounds during 1919 were organized with 40 directors in charge of the different grounds, with 10 district supervisors, and one general supervisor. There was considerable overlapping with the playground program carried out by the city. A policy of closer cooperation for a more efficient program is being worked out for the coming season.

Extension Schools.

The evening high schools, this semester, have enrolled nearly 6,000 students and have been conducted in twelve different high school buildings over the city. The technical and commercial subjects have been the ones most often called for. The deposit of \$4, required at the beginning of the semester, is returned entire or in part based on the percentage of the pupil's attendance.

Americanization Work.

Immigrant or Americanization schools have been organized in more than 100 centers throughout the city, and have an enrollment of nearly 5,000. They are held in public and parochial school buildings, in factories, libraries, hospitals, and other places where found convenient, at any hour of the day or evening desired, and on any days of the week. Slowly but definitely a corps of teachers is being discovered and trained who give their full time to this work, and herein lies one of the best hopes for the future. A training-demonstration school for the purpose of training present and prospective teachers has been organized with 300 White Motor Company employes as students. This, it is felt, is a forward step in Americanization work and has proved to be very useful in the recruiting and training of an efficient body of teachers.

Former Waste in School Building Space.

Two defects in Cleveland school buildings and in schools throughout the country generally, have been:

1. An excessive amount of waste space, such as stairs, corridors, oversized roofs, basements and excessively heavy construction.

2. Inelasticity of plans.

Most school plans have not been studied from the inside out, or, more strictly speaking, from the educational standpoint.

A good school building plan is a map of the daily school program and should be arranged with this in mind. The average school building in this country has about 25 per cent of the total floor area given over to stairs and corridors which are dark and expensive to light and clean.

The great cost in school buildings has not been, as is popularly supposed, in expensive facades of stone work; the average school building does not show a total amount of stone work equal to five per cent of the total cost of the

structure and much of the stone work, such as base courses, copings, door sills and window sills are absolutely necessary. It is doubtful if the strictly ornamental stone work reaches one per cent of the total cost of the structure; whereas the above mentioned stairs and corridors occupy approximately 25 per cent of the total area of the building, which is ample evidence of where the unnecessary cost in schoolhouse construction goes.

Plans to Save in Cost.

The first step of the Cleveland school authorities towards saving money came in the adoption of the one-story, corridorless building, which showed a reduction in floor area devoted to stairs and corridors from 25 to 8 per cent. The saving in cost over the three-story and basement building was 20 per cent, partly due to the elimination of waste space and partly to the reduction in thickness of walls and elimination of fire doors and the saving of time in construction, which last item alone amounts to about 30 per cent of the total time necessary to erect the building.

The junior high school plans now being considered are a combination of a three-story classroom section without basement and a one-story auditorium, gymnasium and shop section, the shop section being of open construction with movable partitions. The saving in this type of building in stairs and corridors is from 25 to 15 per cent.

A proposed three-story, corridorless elementary building without a basement shows a reduction from 25 to 10 per cent in stairs and corridors. The new types of plans are less formal, rooms being grouped around large play areas, so that the time consumed in reaching auditorium and gymnasium is reduced, the auditorium and gymnasium being made to serve as a corridor.

(Concluded on Page 103)

INVITATION TO CLEVELAND

Boards of Education and School Officials:

The coming meeting of the Department of Superintendence of the N. E. A., at Cleveland, February 23-28, will be one of the most important meetings in the history of the Department. It is the semi-centennial meeting and due recognition of that fact will be made.

Furthermore the program has been prepared covering the subjects of interest to school officials and administrators at the present time.

The list of subjects was obtained by communicating with school officers in every state in the union.



These subjects are to be treated from a practical standpoint. The papers are to embody concrete suggestions and plans that have been successful. The information presented and the discussions will be invaluable and it is hoped that every Board of Education will be represented at the meeting not only by its Superintendent of Schools but also, if possible, by members of the Board.

Indications point to the largest meeting in the history of the Department and the problems of reconstruction will undoubtedly make it one of the most important.

E. U. GRAFF,

President Department of Superintendence

January 5, 1920

CENTRALIZATION AND CONSOLIDATION IN CUYAHOGA COUNTY, OHIO

County Supt. A. G. Yawberg, Cleveland, Ohio

Cuyahoga County is located on the southern shore of Lake Erie with its western boundary just touching a north and south line thru the center of the state. Cleveland occupies the north central part of the county. The general impression is that Cleveland covers most of the county. I am often asked by residents of Cleveland, as well as others outside of the county, whether there is much of Cuyahoga county outside of Cleveland.

The total area of the county is 464.1 sq. mi. Of this Cleveland covers 62.6 sq. mi.; East Cleveland 3.0 sq. mi.; Cleveland Heights 9.5 sq. mi.; Lakewood 5.4 sq. mi.; West Park 12.9 sq. mi., and Bedford 2.3 sq. mi., making a total of 95.7 sq. mi. The above territory represents all the city area and is the area not included in the county school district. The area of the county school district is, therefore, 368.4 sq. mi. with an east and west dimension of 30 miles and a north and south dimension of 15 miles.

In round numbers the county school district has a population of 50,000 with a total enrollment of 8,697 in elementary and high schools of the county. There are 330 teachers employed in the 22 villages and 15 rural districts. The county superintendent is assisted by fifteen district superintendents in the work of supervision.

The territory immediately around the city is being broken up constantly into small villages. This comes as a natural course in the growth of the city. There is also a great deal of gardening done in favorable sections. But in spite of all this, or rather in addition, Cuyahoga County is still largely an agricultural county in much the same sense that Crawford County, Wood County or any other distinctly agricultural county can be said to be such. Contrary, therefore, to the general impression our county schools are just as distinctly rural as are those of any progressive rural community.

The expansion and influence of the city do, however, affect every community. This complicates our problem in many ways, ways which are difficult to realize until actually experienced and difficult to recite even then because of the many varied elements which must be considered.

In some localities the better class of people are moving out. They establish new communities. They plan splendidly and with an eye to the future. In such communities we secure the very best of schools, better in many ways than those of the city. An illustration of this type is Shaker Heights. This village was organized and laid out only a little over five years ago upon rather barren undergrade farm land. To-

day it is the richest village in the county with a valuation well over \$20,000,000. Five years ago they started school in a little real estate office. Now they have one of the finest plants in the state and they have only just begun.

The picture of the Shaker Heights Grade School Building illustrates the rather unusual the very complete first building erected. It served both as a grade and high school building. In 1918-1919 this building, the crowded, accommodated 241 pupils, 56 of whom were in high school.

Over a year ago the board of education decided that the time had come for expansion. They, therefore, purchased 24 acres of land at a cost of \$96,000 and have erected upon it a most modern and up-to-date high school building. The junior and senior high schools are now housed in this building (shown on page 42) with a total enrollment of 134. The building will accommodate 600. The tennis courts, artificial lake and athletic field have also been completed. In the near future the plans contemplate four more buildings on this site, namely: (1) A manual arts building for boys, (2) A home economics building for girls, (3) A junior high school, (4) A physical training building.

On the other hand, and in violent contrast to the above picture, is that of many other districts just as close to the city where everything seems to be up in the air with no one to plan or lead in anything. Much of the land is in the hands of speculators and is left to grow up to weeds presenting a scene of neglect hard to describe. The population is floating. Here in the shadow of elegance and fine buildings are some schools as poor as any in the state. This problem will be solved. It has been solved in more than half of these backward districts, but has been and is still a most difficult task, full of discouragements, but at the same time presenting a challenge that no red-blooded American could overlook once he started in the game.

There are other problems, too, that complicate the situation. It is a real problem to keep the county working together upon any policy. In the first place the northern half of the county is quite flat while the southern half is very rolling and in some parts may be said to be hilly. But worst of all the county is cut into two nearly equal parts by the deep cut of the Cuyahoga River. On account of this there never has been and there is now practically no communication back and forth between the agricultural sections of the county. This to say the

least has made the two sections suspicious and often antagonistic. There is always the fear and often the suggestion that one side has been profiting at the expense of the other. We are hoping to eradicate this problem thru our school program. Progress has been made tho much to our discomfort it often bobs up still. Our county spelling contest two and three years ago, and our county athletic track meet, our high school basketball, football and baseball championship schedules and our county oratorical and debating contests now are all helping to bring the people of the county together in thought and purpose.

Many of the above problems would not now exist if there had been a county school organization from the beginning. But Ohio began on the small district plan, shifted to the township as a unit some twenty years ago and in 1914 adopted the county unit, exclusive of cities and villages of 3,000 or over that desired to be exempt for purposes of supervision. For all other purposes except supervision the township or village is still the unit.

When the new organization began its work in the county Aug. 1, 1914, it found that almost no progress had been made in centralization and but very little more in consolidation, this despite the fact that many of the surrounding counties were nearly half centralized. It must, also, be considered that this county enjoyed then and enjoys now greater wealth and has more miles of good roads, roads paved with brick (nearly 400 miles outside the cities) than any other like rural area in the United States. There were at that time 96 one-room schools, eighteen two-room schools and twenty of more than two rooms, making a total of 134 buildings and all but 28 could be reached on paved roads. A majority of these were less than one mile from paved roads. At that time only two wagons or conveyances of any kind were used for transporting pupils.

The twenty buildings of more than two rooms mentioned above were either in villages or used as township high schools. Many of the two-room schools were in villages or where some one-room school had become overcrowded. In only two cases were the two-room schools the result of consolidating two or more one-room schools. In so far as the rural elementary schools were concerned the whole county seemed to be set against doing anything to change the status quo. There was a feeling that the schools were good enough. The only argument that made any appeal for a change was an overcrowded condition that oc-

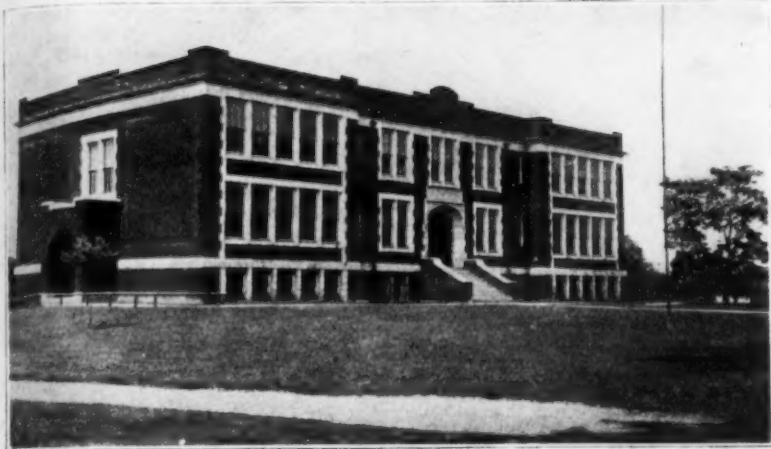


SHAKER HEIGHTS ELEMENTARY SCHOOL.

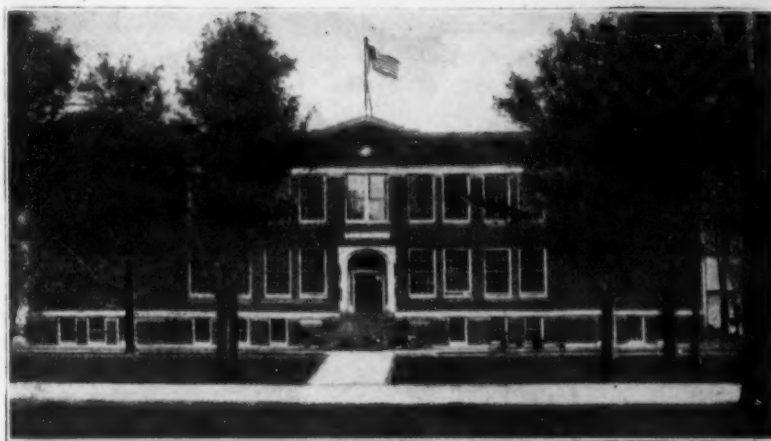


OLMSTED CENTRALIZED SCHOOL.

TYPICAL CONSOLIDATED SCHOOL BUILDINGS IN CUYAHOGA COUNTY, OHIO.



EUCLID CENTRAL SCHOOL, CUYAHOGA CO., OHIO.



BEREA HIGH SCHOOL AND GRADE BUILDING, CUYAHOGA CO., OHIO.

casionaly developed in some of the one-room schools. Our problem, therefore, was to educate the voting population of the county, or in other words and more specifically, to make them dissatisfied with school conditions as they were. At the first meeting of the county and district superintendents a general policy was formulated with all of the above problems in mind. Briefly that policy was:

- (1) To do all that can possibly be done to secure good teachers.
- (2) To use every effort to inspire and help the teachers already in the service to grow.
- (3) To provide first-class, modern, sanitary school buildings (centralized in rural sections) which will not only promote the health of pupils, but will also provide a continuous inspiration in better living.
- (4) To develop and introduce a high standard, practical course of study. (This involved not only outlines and suggestive methods in the regular studies, but the introduction of manual training and home economics, including the warm lunch, into every school in the county.)
- (5) To secure larger and better school grounds in order to provide for organized play among the pupils.
- (6) To develop each school into a social center where the whole community as well as the children may feel at home.

It is not alone the purpose of this paper to discuss the work on this whole program. Space would not permit except to say that more success has crowned our efforts in the five years now passed than we had dared to hope except possibly upon the sixth item. The third item has received the most emphatic and constant attention because it was felt that real success on nearly all of the other items depended largely upon this one.

After a brief survey of the county it was decided to make a beginning in Olmsted Twp. in the extreme southwestern part of the county. This township originally five miles square had lost territory to a village on the north leaving it five miles long and an average width of three and one-half miles. The New York Central R. R. lines traverse the center of the township on an east and west line. On this line in the east central part of the township is the incorporated village of Olmsted Falls with a population of about 300. The Big Four main line runs thru the southeast corner of the township with a station at West View just one mile south of Olmsted Falls. This is not an incorporated village tho about 100 people live in and around the station. The population of the whole township including villages is approximately 2,000.

The schools and apparently the educational sentiment were at a very low ebb. Olmsted Falls was an independent district supporting a rather dilapidated four-room brick building

housing the eight grades and a very poor second-grade high school with an enrollment of ten. The township supported four one-room schools of the usual type and a poor two-room school at West View. The situation was far from reassuring from any standpoint, especially since neither Olmsted Township nor Olmsted Falls could support a good school alone. The problem was to get them to work together. There was no chance to get the township to become a part of the village because of the usual suspicion and antagonism of the people of the township against those of the village. The question, therefore, was put up to the village as to the advisability of abolishing the village district and becoming a part of the township for school purposes. After several meetings this was put to a vote of the village and carried by a comfortable majority, even tho it involved the turning over of all school property and school procedure into the hands of the township board of education. This served somewhat to create a better feeling tho it spurred the out-and-out enemies of the move to greater action.

An election was then called on the question of centralization. This lost by a margin of fifteen votes. This served to show what must be done if the issue was to carry. A committee of 25, largely volunteers, but some carefully selected, was at once formed. This committee was dominated by township men. A township man was also elected president. This committee at once set about making a personal canvass. Every man opposed was listed and visited by those best able to appeal to him.

The board of education also made a tentative agreement with an architect who prepared preliminary drawings, showing elevations and floor plans. These were used in the preparation of a twelve-page 9x7 folder which in addition summarized the arguments for centralization, gave the estimated cost showing just what it would be on each \$1,000 valuation and showed a road and property map of the town-

ship on which was indicated the exact route to be taken by each of the eight wagons. All of this took time, but it served to arouse each and every voter. Everybody understood the issue. The election carried by just eight votes.

The board of education immediately contracted for the construction of the building and purchased ten acres of land just outside of Olmsted Falls Village on which to locate it. The land cost \$2,500 and the completed structure, land, equipment and all \$80,000.

The Olmsted Centralized School is a thoroly modern, fireproof, two-story building, in fact one of the best centralized schools in Ohio. It is a twelve-room building, eight for grades and four for high school with offices, library, rest rooms, an auditorium seating 500, a gymnasium 40x70 feet, domestic science room, manual training room and agricultural room. A well was drilled under the boiler room before the building was constructed. This fine well furnishes water for the inside toilets as well as bubbling fountains on each floor. The building is electrically lighted and has clocks in every room, each connected with the master clock in the office so that every room has the same time. In fact this is a most complete and modern building, one of which any community, city or rural, might well be proud.

The plant illustrates most of the advantages of centralization. Space does not permit full discussion. One, however, should be mentioned. When the new school was projected, the Olmsted High School was a poor third grade, tho it had been given second grade rating. It enrolled only ten students. Those opposed scoffed at the idea that a new school would improve high school attendance. They defied anyone to show where the pupils would come from. Yet the second year the school was in operation it was not only a first grade school, but enrolled 44 students with the prospect that that number will be increased to 75 within three years. The school has been granted Smith-Hughes aid and em-



SO. EUCLID SCHOOL, CUYAHOGA COUNTY, OHIO.



THE SHAKER HEIGHTS HIGH SCHOOL, CUYAHOGA COUNTY, OHIO.

plays a Smith-Hughes agricultural teacher. Every citizen is now an enthusiastic supporter of the school.

The Berea building shown on page 41 is one of the modern village plants in the county. This building was completed in January, 1915.

The Brook Park Centralized School Building was voted and completed just after the Olmsted building. This is an eight-room, fireproof, two-story, modern building. It takes the place of four one-room buildings. At present four rooms are used for school purposes while two others thrown together are used for an auditorium. The two additional rooms are used for town purposes, offices, etc.

No need to say the Solon Centralized School is a modern centralized school. The front four rooms of the building were built about twelve years ago. In it Solon maintains a first-grade high school and had partly centralized. Every attempt made to complete the process of centralization was met by determined opposition and defeated until Jan. 2, 1918, when a bond issue of \$42,000 was carried and the new building was ready for use Dec. 1, 1918. This building stands as a monument to a board of education that never lost heart or courage.

The Euclid Village Central School is a modern, fireproof school erected in 1911 at a cost of \$50,000. It is soon to be nearly doubled in size and a fine auditorium added. It now contains ten standard rooms, several recitation rooms, manual training room, domestic science room and gymnasium. It houses a first-grade high school as well as all of the grades.

The new Rocky River High School building was just completed January, 1919, at a cost of over \$150,000, including grounds and equipment. It is one of the most modern and up-to-date buildings in the county. It is of fireproof construction. It contains ten standard classrooms, laboratories, lecture rooms, offices, manual training room, domestic science room, large gymnasium and a fine auditorium. It is lo-

cated on over seven acres of ground overlooking Lake Erie. This high school was given recognition as first grade only last January but already has an enrollment of over seventy. W. H. Nicklas was the architect.

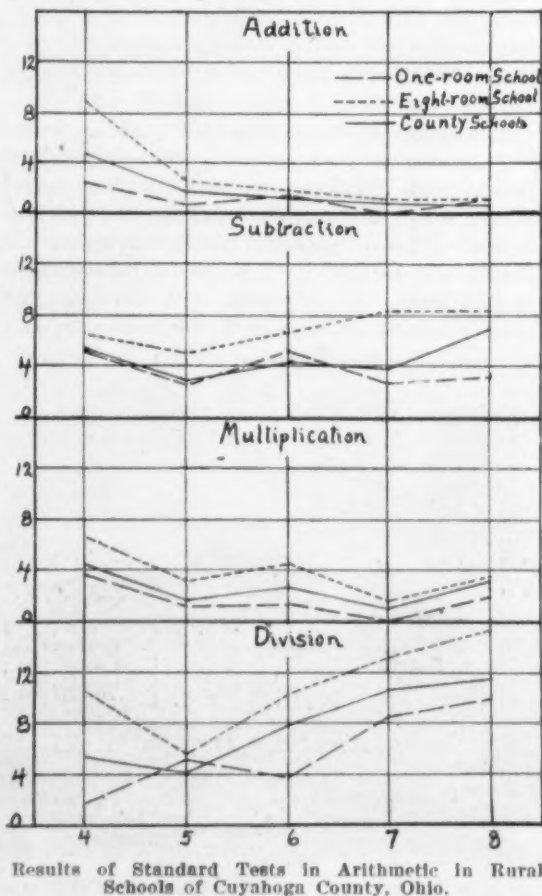
The South Euclid Central School is an interesting type of one-story school. A part of it is now under construction. A bond issue of \$155,000 for that purpose carried June 21, 1919. Eight and one-half acres of ground have been purchased as a site for this building which is to

be of the one-story type. This type of building is well worthy the study of every board of education intending to build. This is the same type of building as the Garfield Park Building in Garfield Heights and gives an idea of how that building will appear when completed.

After nearly four years of work in trying to centralize the schools of the county it was found that the number of one-room schools still in use was 51, only 45 having been abandoned. The one stock argument behind which every supporter of the one-room school would finally retreat to use his own language ran something like this, "Well your centralized and village schools may have a lot of cookin' and sawin' and fads like that but when it comes to readin', ritin' and 'rithmetic our schools are just as good." No amount of argument seemed to shake them. They could not be shown the unreasonableness of their stand.

During the winter of 1916-1917 a county wide spelling contest was held. This aroused a great deal of interest and did some good. In that contest not a single representative of a one-room school reached the semi-finals to say nothing of the finals. This shook the faith of a few but did not seem convincing enough for the great majority.

It was, therefore, determined to give some of the standard tests in reading, spelling and arithmetic in all of the schools of the county in order to compare results. These were given during the year 1917-1918 in all the schools of the county school district under the direction of Dr. S. L. Eby of the Kent State Normal School. These showed even more decidedly than had been expected the comparatively poor results secured in the one-room schools. This has proved a most effective answer to the old stock argument. The fact is we have heard very little of this argument since the results of those tests were published. The following charts were very effective:



(Continued on Page 105)

Dividing the Responsibility in Supervision of Instruction

Charles A. Wagner, Superintendent of Schools, Chester, Pa.

Supervision of instruction, like instruction itself, depends for its efficacy very largely upon the professional nearness or intimacy of supervisor and supervised. This is not saying that professional remoteness and detachment make inspiration impossible, but it is saying that the potential needed to carry the spark across the gap might be more advantageously used as kinetic energy, which would be the case if the electrodes were brought nearer each other. It also emphasizes the fact that the judge who knows not the teacher is likely to render a purely intellectual opinion instead of a naturally human judgment tinged with sympathy. A definite statement of the proposition is: *the responsibility for supervision of instruction must be lodged where contact and conference with the teacher are easy, natural, necessary.*

In most school systems the superintendent's duties do not permit of frequent conference with individual teachers. The superintendent must work with groups of teachers, and must deal with the explication of general aims of school policy in these group meetings. Neither the superintendent nor the assistant superintendent can possibly get near to the teachers frequently enough to keep the instruction bright and vital. These officials can however reach the principals and it is largely thru the principals that the superintendent must vitalize the teaching; this becomes one of the chief reasons, therefore, why supervision of instruction must be committed to the principal. *The principal must therefore be a skillful teacher and leader of teachers.* He must also have time to visit his schoolrooms to observe the work of the teachers. He must have time for conferences with his teachers, certainly after his visits, and many times before his visits. He must have time and opportunity for meetings with his teachers in grade groups or subject groups, either alone or in conjunction with the supervisors or with the special teachers. By use of these opportunities, principal and teacher can get together so as to understand the general aim and policy of the system. It may be objected, *"But this reduces the office of the superintendent and elevates the office of principal."* Truthfulness requires admission that the principal's office will be magnified. However, the office of superintendent is not minimized. It too is magnified, if the superintendent rises to his opportunity for development of the large and the long look outward and ahead, and if, inspired thereby himself, he succeeds in imparting his faith, enthusiasm, expectations to his principals, who pass them on to the teachers.

The principal's office will be changed from a mere clerkship to real leader and guide, whose sense of power and consciousness of opportunity will spur to effort and activity which clerical duties can neither arouse nor maintain. Instead of a cog in a wheel, he will be a ganglionic center for the distribution and co-ordination of energy and aspiration. Imbibing this spirit from the superintendent, he will pass it on to the teachers and the entire organization will be filled with a clear sense of the largeness and of the worth of the effort, and *office of principal and superintendent will both be magnified and dignified.*

Is that the only relation of the superintendent to supervision of instruction? Of course not. Where superintendent and principals are working under the suggested division of responsibility, there will be principals who need special oversight from the superintendent, there will be teachers concerning whose work the prin-

cipals will want the superintendent's judgment to correct or to confirm their own, there will be inauguration of new policies and methods to oversee in the action and spirit of both principals and teachers. Here is a field large enough for the aspirations of the most ambitious superintendent, and here are projects requiring so much time that no superintendent can move rapidly in any of them.

The degrees and extent of division of this responsibility must depend on many conditions, but naturally depends most on the superintendent's conception and conviction on this question. Many school systems are not organized to allow time for supervision to supervising principals even. In many school systems supervising principals have not been appointed because of their conspicuous fitness for the work. In other systems, the superintendent and the directors have not conceived the principal's function as chiefly supervision of instruction, notwithstanding that the word supervising has been used as part of the title for years. Some superintendents feel, or act as if they felt, that all judgments on teachers, teaching, or organization, must come from them. This is the condition of mind described as "inability to see the forest because of the trees;" the big thing is seen as little, or is entirely unperceived, and the little thing is seen big.

We practically never hear or read of high schools whose principals are not the supervisors of instruction in their own school. *This tacit recognition of the principal should long ago have pointed the way in the division of supervisory responsibility for grade schools also:* its universal prevalence in high schools is certainly

incontestable evidence of its soundness and also of its feasibility.

For the difficulty involved in any city or system where there are many small schools in a system, where there are few supervising principals and many teaching principals, the organization of several small schools under one supervising principal will constitute an effective application of the principle. The number of teachers per principal should not go over forty, so as to allow the principal time and opportunity for visits to classes on any day or at any hour of the day, for conference and interchange of ideas before and after supervisory visits, and for grade and group meetings as needed, since it is the ease, frequency and follow-up possibilities of conference between supervisor and supervised that calls for the allotment of authority and responsibility of supervision of instruction in the office of principal.

Quite intentionally the share of responsibility of special supervisors has not been discussed, but the principle here elucidated offers no conflicts and no difficulties with any system of supervision of special subjects if the respective fields are properly recognized and fenced off. It is true the development of the plan here proposed will oppose the increase of assistant superintendents. It may be said, however, that the proper increase of assistant superintendents will not be hindered. It seems a safe prediction that in the future, value of supervision will be more and more correlated with conference of supervisor and supervised, the supervising principalships will increase in number and importance, and that assistant superintendencies with their frequent petty rivalries and intrigues will increase very slowly.

The Functions of a Teachers' Committee

Henry C. Shinn, President of the School Board, Mt. Holly, N. J.

The teachers' committee is one of the most important subdivisions of the school board, and its duties are many and varied. Besides investigating the qualifications of applicants for positions, it should also hear complaints and grievances, whether real or imaginary, when presented by teachers, and act as a court of arbitration in disputes between parents and teachers, or between the principal and his staff. These functions are generally understood, but the active, energetic committee will find many other duties which will aid in the advancement of the schools, and which should not be neglected.

The appointing officer of the board should give careful consideration to the composition of the teachers' committee. As a rule, only experienced members should be selected, but if the board includes women in its membership, one or two of them should be named on the committee. In some districts the entire board sits as the teachers' committee, but three or five will be found to be a good working number.

A necessary but often neglected part of the work of the committee is the creation of good feeling between the board of education and its teachers. In a large number of school districts, especially rural ones, the teachers never come in contact with any members of the board except the teachers' committee. Many young teachers have a great fear and awe of the group of individuals who elect them, pay them, and can discharge or retain them. This undesirable condition can be entirely eradicated by the personality of the teachers' committee. If a teacher believes her board to be fair-minded and

constructive, anxious to help her in every possible way, and willing to listen to her suggestions and adopt them, if worthy, she will do much better work than a girl who finds the committee gruff, unapproachable and uninterested. Teachers will judge the board, as a whole, by the character of its teachers' committee, and every effort should be made to make the teachers happy and contented in their work.

It is very important that the committee should know the teachers personally. It is not enough to merely recognize them on the street. All classrooms should be visited frequently, so that some idea of the teacher's methods and mannerisms will be obtained. The average school board member is little qualified to judge of a teacher's work from an occasional ten minute observation, but such visits both encourage a teacher and also give the committee some valuable first-hand knowledge with which to supplement the rating given by the principal or superintendent. At each visit the committee should find occasion to say a word of praise or encouragement. Something commendable can be found in the work of the poorest teacher, and the committee should not neglect to notice and mention it. The practice of giving praise, when deserved, is one of the surest methods of securing a loyal, devoted staff of instructors.

The question of the amount of authority that should be given to the principal or supervisor is an important one. Theoretically, the teaching staff should be entirely under his direction and control. His judgment and advice should be followed in the selection of applicants, and

his rating of a teacher should, in most cases, be accepted by his board. But it is possible to give him too much authority, and the school board which blindly obeys the wishes of its principal, knowing only that which he chooses to tell them, is headed for trouble. Many boards forget that the principal is only a sublimated teacher. He is subject to many of the same rules and regulations as the other employees, and the results of his administration must be judged by the board from its own investigation and thru reports made by the teachers' committee. Too many committees neglect their duty when they fail to report on the success or failure of the principal, in the same manner as they would do in the case of a teacher. Every story has two sides, and injustice is frequently done because of the failure of the board to ascertain all the facts. An efficient committee will know what is going on in the school before the principal reports. An adverse report of a teacher's work may be presented, but an investigation by the committee may show that the inefficiency is the result of poor health caused by a lack of proper food, due to low salary and high rates of board and lodging. A sympathetic committee can learn of such troubles when the principal is unable to see anything but the poor work. The members of the committee should strive to obtain the confidence and respect of the teachers, and this can only be done thru close personal acquaintance.

Many superintendents will not agree with these views. From their standpoint the board should be content with such information as

comes to it thru the office. But a good principal has nothing to fear, and has no reason to feel aggrieved if his board shows a disposition to inquire into all sides of school affairs. A principal who is narrow, who makes favorites, or who listens to the petty tales of one teacher about another, needs to be corrected or removed. Such an official can upset an entire staff in a single term. Fortunately the great majority of principals co-operate with their board in every possible way, and realize that they are also employees, and subject to censure or criticism. A good teachers' committee knows when to censure and when to praise, for it is in possession of all the facts.

Teachers should never be encouraged to come to the committee with every little complaint, perhaps about the janitor or another teacher. They should be told that such matters will be attended to by the principal, but a wise committee will find a way to let the teachers understand that they are entitled to express their views, and that the committee is ready to listen to any important matter. It is well to adopt a rule that teachers have the right to petition the board of education. In all probability the rule will never be used, but the teachers will have a better opinion of the board and will feel more contented in their work when they know that their right of appeal is recognized.

The committee of a New Jersey board once called a meeting of the entire staff—some forty teachers—and spent an entire evening in a discussion of school affairs from the teachers' point of view. The unusual feature of the meeting

was the fact that the principal was not present. While such radical action resulted in much good in that particular instance, it is not recommended as a general policy. An efficient principal would consider such a meeting as an indirect request for his resignation, and he would be justified in presenting it immediately. Nevertheless, the ideas and suggestions of the teachers are formed thru actual experience in the work and its daily problems, and a school board makes a great mistake when it fails to avail itself of every possible opportunity to improve its school. The committee must be diplomatic, and secure the opinions of its teachers without infringing upon the prerogatives of the principal—and without allowing him to gain the impression that any slight was intended. This is difficult, but it is a necessary part of the work of an earnest constructive teachers' committee.

The committee should not be penurious. It must realize that it is better to pay an experienced teacher \$90 per month than an inexperienced one \$75. It should be as liberal with salaries and increases as its funds will permit, and it will be willing to recognize the fact that good teachers can never be secured cheaply. It will grasp every opportunity to improve its school, always remembering that the school was never meant to be conducted for the teachers, nor for the principal, nor for the taxpayers, but for the children, and for them alone. The committee which does its duty, honestly and conscientiously, without favoritism, will reap its reward in the knowledge that its efforts have provided better facilities for the education of the future men and women of its community.

A National Department of Education

A. S. Martin, Superintendent of Schools, Norristown, Pa.

The Smith-Towner bill proposes an annual appropriation of \$100,000,000: \$7,500,000 to instruct illiterates 10 years of age and over, \$7,500,000 to teach immigrants 10 years of age and over to speak and read the English language and to appreciate the American government, \$50,000,000 to equalize educational opportunities, \$20,000,000 for instruction in health and sanitation, and \$15,000,000 for the better preparation of teachers. Five hundred thousand dollars additional is set aside for salaries of new positions which may be created by the secretary of education. This bill has the backing of the National Education Association, the American Federation of Teachers, and the American Federation of Labor.

If enacted into law its operation will disappoint its most ardent advocates. It assumes an opportunity for free instruction of all illiterates above the age of 10, an equivalence to their education; an opportunity of free instruction in Americanization for all immigrants 10 years old and older synonymous with their Americanization; and the certainty of acceptance of school districts, counties, and states, of the offer by the national government to pay half the expense of certain stipulated additional facilities for education.

This assumption is contrary to common observation. The most casual observer knows that there are now millions of adult illiterates in the United States in spite of all the opportunities for free education which were accessible during their youth.

In every city, and in every county, boys and girls are now growing to adults illiterate, notwithstanding the opportunities of education offered. Even under compulsory school laws education may not take place. Only when mandatory attendance is enforced does universal education approach a reality. Any bill which pro-

poses universal education and Americanization of illiterates now in the United States by permissive or potential legislation is specious. The educator or statesman who supports such a bill does so ignorant of the real conditions which must obtain for universal education or does so under a sinister influence or motive. Only mandatory legislation followed by actual enforcement can offer the hope of universal literacy.

Conscription, not volunteering, was the real basis of the large American army. Universal progress has always been based on universal mandatory legislation. Progressive school districts, counties, and even states may accept bonuses based on terms of equal appropriation. Unprogressive and poor districts, counties, and states will not accept bonuses on these conditions. Permissive legislation appeals to certain groups only. Enforcement of mandatory legislation has a universal appeal. Usually permissive legislation has no appeal for the group which ought to accept it. Potential bonus legislation always operates for greater inequality of educational conditions. A bonus may be the means of causing a progressive school district to add a month to the school term. Only enforced mandatory legislation will make a school term of nine months available for all the children of the United States.

Should the Smith-Towner bill become a law its operation will increase the very evil which it proposes to correct—the inequalities of educational opportunities in United States. In Pennsylvania, for example, there is no legal limit of the length of school term beyond the seven months' mandatory term. The more progressive and some of the richer districts maintain a school term of 180 or 200 days, the poor districts and the unprogressive rich districts restrict the school opportunities of 250,000 school children to a school term of 140 days. Such are

the operations of permissive legislation thruout the United States. One item of the proposed law calls for the expenditure of \$50,000,000 for equalization of education on this myopic potential basis.

Not only is the bill objectionable on account of its very low educational ideals in its indorsement of a six-months' school term, but the bill will centralize the educational control of this country. National appropriation will be followed by national control just as certainly as state appropriation is followed by state control. I submit that this control is written into the bill in sections 13, 14 and 15.

Such legislation has a tendency to restrict local initiative more and more. Educational control will become unscientific for science is based on accurate observation at close range. You cannot solve the problems of Pennsylvania, California and Texas by studying school conditions thru the instrument of the postage stamp. It used to be the favorite pastime of experts to study the school conditions of Germany. Their favorite themes when called upon to offer a solution for American problems were all things German in education. True Americanization requires that trained men and women observe and interpret the things observed where they occur. Data to be of value must not be tainted by the touch or impression of many intermediary agents. They must be interpreted first-hand.

There are two fundamental factors of equality in national education which are but slightly recognized in the Smith-Towner bill. These factors are length of school term and minimum qualifications of teachers. There is not a phrase, clause, nor sentence in the whole bill which precludes the possibility of children living within the shadow of the school building and to grow to adolescence ignorant. Its pas-

sage will not in the slightest degree stimulate education in districts and states where educational conditions are now entirely wanting or at their lowest ebb. It is indeed staggering to know a single educator affiliated with the National Education Association who is willing to sponsor and support a bill which makes 120 days' attendance the condition of a bonus.

Vision and pre-vision indicate that equalization in education and training for Americanization can only promise success when the United States requires a treatment of education which makes an essential concern. A rational program for the education of children under 14 should at least offer four quarters of sixty days at school. This program should make attendance mandatory for at least 180 days and should include a competent teacher for every school. When education is dignified by being recognized as a full-time occupation it will be considered an essential occupation and remuneration for services will increase and command the services of the best young men and women for this work of paramount concern to the states and the nation.

The bill includes in its scheme the education and Americanization of the adult ignorant native and alien-born. I submit that the most effective method of Americanizing the un-American adult, native or alien, is a rigid and patriotic enforcement of the laws of the nation. I also submit that the most dangerous un-American is not the ignorant, but the human exploiter whatsoever name he assumes be it citizen, philanthropist, benefactor, statesman, capitalist, educational expert, labor leader, Bolshevik, or leader of the "Reds." The intelligent human exploiter is the most dangerous un-American because he is callous to all the appeals of patriotism. He is the potent influence which endangers our national life. His elimination is not the work of the public schools but the state, the nation. He can be eliminated and should be eliminated by the enforcement of just laws against human exploitation in any and all of his many obvious and disguised forms.

It is the primary function of the public schools to train the youth for living and for citizenship. This standard of citizenship should represent a standard attainment of the normal child in the public schools during at least an attendance of 1,500 days. Should not the day be fixed after which no person now of school age shall have the right to vote unless the full obligation of attendance at public school has been satisfied either by an equivalent education or by actual attendance? Does not after all the hope of a large percentage of loyal American

citizenry depend on the mandatory education of the children of this country now and in the future? Is not after all the best teacher for the adult un-American the rigidly enforced law? Should not the immigrant be required to satisfy an educational standard equivalent of that required of children as indicated above as a condition for citizenship?

Should the bill become a law Pennsylvania will pay indirectly by taxation on the basis of her resources \$8,500,000 annually towards the \$100,000,000 appropriated. If Pennsylvania proposes to operate her own educational program and rejects all the bonuses, this amount becomes a mandatory donation for distribution by the national government, the secretary of education. Should Pennsylvania accept all the provisions of the act, she may receive \$6,500,000 provided she matches every dollar by an additional appropriation of \$6,500,000. In other terms, Pennsylvania will then spend \$13,000,000 annually according to the approval of the secretary of education. For this privilege Pennsylvania will pay annually \$2,000,000. What is true of Pennsylvania is true in all the rich and populous states.

The demand for a department of education has some merit. Such a department should have advisory powers only. The executive should be selected not on account of political affiliations but on account of fitness. He should not be a creature of the fortunes of the quadrennial presidential elections. His duties should include the collection, collation, and distribution of essential data concerning popular education. The collection of important achievements in method, organization, and administration should be included in his work. He should also make definite investigations, researches, and surveys with a view of submitting the results to educators of the country.

Such a department of education will not centralize the powers of education, will not interfere with the autonomy of the states, will not require the expenditure of \$100,000,000 nor even \$500,000. It will not require an educator member for every foreign embassy, nor will it ultimately require an educator member, or two or more for every state in the United States. It will not be necessary to offer bonuses for the adoption of plans and courses formulated by the secretary of education and his assistants. The essential factor of the department will be the fitness of the agents of the department. They should be real educators, not necessarily propagandists. They should recognize education as an essential occupation which requires a full year program.

The United States has passed laws to pro-

hibit child exploitation by making it illegal to employ children under certain ages. The United States has passed laws to protect her citizens against the poisonous effect of the use of alcoholic liquors as beverages. The United States has passed laws entitling certain groups of individuals to the right of franchise. The United States as a means of self preservation, should pass laws which will insure in the near future a universal standard of intelligence for every citizen who exercises the right of franchise. The Smith-Towner bill does not insure universal education, it does not reduce the inequalities of condition for education, it does not even promise success of Americanization of the un-American adults. In fact, the only thing that it does promise is a speculation as to its possible operations.

No real American will object to the passage of any bill which is a rational approach to universal education. Such a bill must make mandatory the attendance of the children now in the United States under the age of 12 or 14 years for at least 180 days a year beginning with the age of 5 or 6. Such a bill must also insure a teacher professionally fit. The cost may be \$100,000,000 or it may be \$500,000,000 per annum. It will be an investment in human childhood that will bring interest in the form of health, character, intelligence and loyal Americanism.

PLAYGROUNDS ON ROOF OF SAN FRANCISCO SCHOOLS.

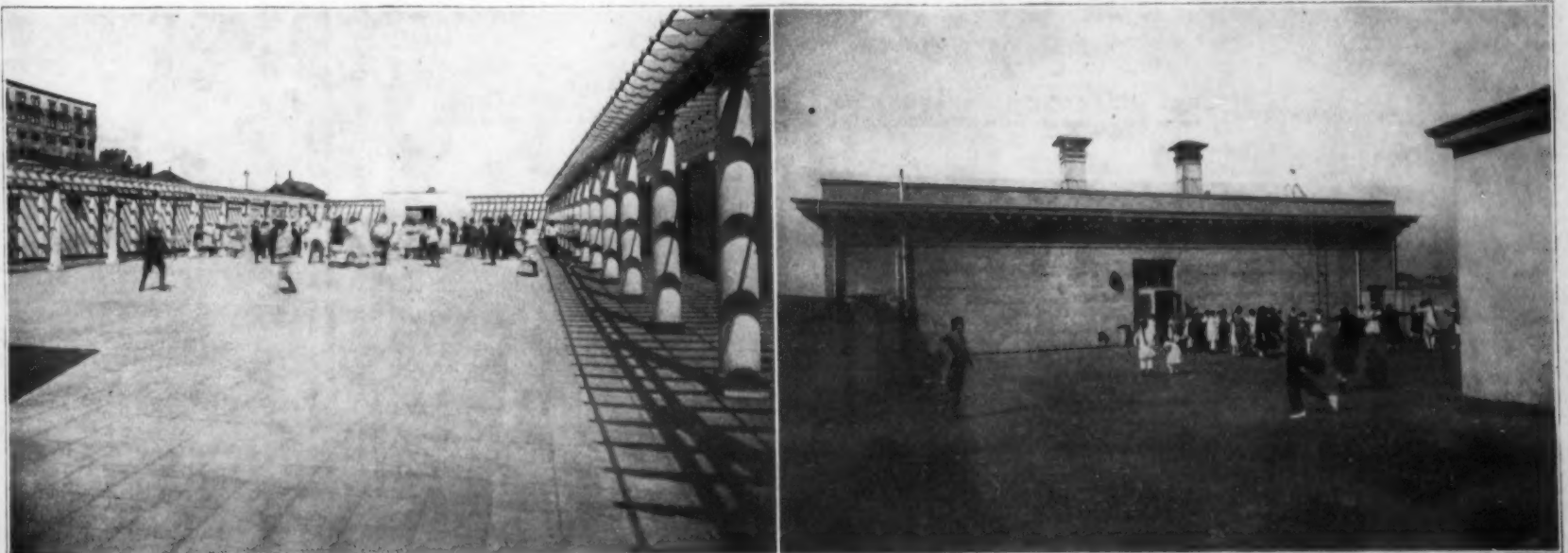
A number of school buildings in San Francisco provide playgrounds on the roofs. Photograph No. 1 shows the playground on the roof of a school that is typical and photograph No. 2 is the playground on the roof of the Oriental School.

Only Chinese children attend this school, which is located in the heart of China Town. Because of the fact that Chinese children are so courteous and lovable, there is considerable competition among the San Francisco teachers for transfers to teach at the Oriental School.

It is a very interesting sight to watch the Chinese children at play. They play both American and Chinese games. A Chinese game that the children are very fond of is associated in some way with the chalk marks shown in the photograph. This game is being carried on by the six children in the foreground, while in the distance the children are engaged in a well known American game.

The roof playgrounds are surrounded by high concrete walls. There are water bubblers, call bells and trash cans, near the entrance. The playgrounds are kept clean by washing down

(Concluded on Page 117)



PLAYGROUNDS ON THE ROOFS OF SAN FRANCISCO SCHOOLHOUSES.

States	Date of enactment of first compulsory attendance law	Date of enactment of present or amended law	Legal school census age	Free attendance age	Compulsory attendance age	Age when labor permitted	Minimum attendance required	Regularity of attendance required	Board decides	Elem. grades	Absence necessary to constitute an offense	Minimum term legally provided (months)	Districts having less than minimum term	States having truancy officers in all districts (X)	States having county truancy officers (X)
Alabama	1915	1915	7-21	5	6	12-16	60 days ¹	Board decides	Consecutive	Elem. grades	11 days	None	None	X	X
Arizona	1899	1912	6-21	6-21	8-16	14-16	Full term	Consecutive	Not required	do	1 day	None	None	X	X
Arkansas	1909	1917	7-15	6-21	7-15	14-15	% of term	Consecutive	Not required	do	Not stated	None	None	X	X
California	1874	1911	none	4 and up	8-15	14-16	Full term	do	do	do	1 day	Several	Several	X	X
Colorado	1880	1911	6-21	3-21	8-16	14-16	do	do	do	do	do	do	do	X	X
Connecticut	1650	1911	7-16	4 and up	7-16	none	60 days ⁶	do	do	do	3 days	do	do	X	X
Delaware	1907	1909	7-14	4 and up	8-14	12-14	Full term	do	do	do	Not stated	do	do	X	X
District of Columbia	1894	1906	6-18	5-21	8-14	12-14	80 days	do	do	do	3 days (1/2 yr.)	do	do	X	X
Florida	1915	1915	6-21	6-21	8-14	12-14	Full term	do	do	do	Not stated	do	do	X	X
Georgia	1916	1916	6-18	6-18	8-14	12-14	Full term	do	do	do	1 day	do	do	X	X
Idaho	1887	1917	6-21	3 and up	8-16	14-16	do	do	do	do	Habitual	do	do	X	X
Illinois	1883	1909	6-21	4-21	7-16	14-16	130 days ⁸	do	do	do	1 day	do	do	X	X
Indiana	1897	1915	6-21	5-21	7-16	14-16	do	do	do	do	3 days	do	do	X	X
Iowa	1902	1913	5-21	5-21	8-15	14-15	Full term	do	do	do	3 days	do	do	X	X
Kansas	1874	1907	6-18	4 and up	7-14	14-16	do	do	do	do	1/2 day	do	do	X	X
Kentucky	1883	1918	6-18	4 and up	7-14	14-16	140 days ¹²	do	do	do	3 days	do	do	X	X
Louisiana	1916	1916	6-18	4-21	7-14	14-16	Full term	do	do	do	1 day	do	do	X	X
Maine	1875	1913	5-21	5-21	7-15	13-15	do	do	do	do	5 days (6 mos.)	do	do	X	X
Maryland	1902	1916	6-19	not stated	7-16	14-16	do	do	do	do	1 day	do	do	X	X
Massachusetts	1822	1913	5-16	4-20	7-16	14-16	do	do	do	do	Not stated	do	do	X	X
Michigan	1871	1917	5-20	5-21	8-16	14-16	do	do	do	do	1 day	do	do	X	X
Minnesota	1885	1911	5-21	5-21	7-14	12-14	40 days ¹³	do	do	do	Not stated	do	do	X	X
Mississippi	1905	1905	5-20	5-20	7-14	12-14	% of term	do	do	do	1 day	do	do	X	X
Missouri	1905	1905	5-20	5-20	8-16	14-16	Full term	do	do	do	Not stated	do	do	X	X
Montana	1887	1913	5-21	5-21	8-16	14-16	% of term ¹⁵	do	do	do	3 days	do	do	X	X
Nebraska	1887	1913	5-21	5-21	8-16	14-16	Full term	do	do	do	1 day	do	do	X	X
Nevada	1873	1913	5-16	6 and up	8-16	14-16	do	do	do	do	3 days	do	do	X	X
New Hampshire	1871	1917	5-18	5-20	7-16	14-16	do	do	do	do	1 day	do	do	X	X
New Jersey	1875	1914	5-21	5-21	7-14	12-14	do	do	do	do	2 days	do	do	X	X
New Mexico	1875	1915	5-21	5-21	8-16	14-16	do	do	do	do	1 day	do	do	X	X
New York	1853	1917	4-18	4-21	7-14	12-14	do	do	do	do	2 days	do	do	X	X
North Carolina	1907	1913	6-21	6-21	8-16	14-16	80 days	do	do	do	1 day	do	do	X	X
North Dakota	1907	1917	6-21	6-21	8-16	14-16	Full term	do	do	do	do	do	do	X	X
Ohio	1883	1913	6-21	6-21	8-16	14-16	140 days	do	do	do	do	do	do	X	X
Oklahoma	1877	1913	6-21	6-21	8-16	14-16	% of term	do	do	do	do	do	do	X	X
Oregon	1907	1913	6-21	6-21	8-16	14-16	Full term	do	do	do	3 days	do	do	X	X
Pennsylvania	1889	1911	6-21	6-21	8-16	14-16	7-10 of term ²²	do	do	do	1 day	do	do	X	X
Rhode Island	1885	1911	6-16	6-21	8-16	14-16	Full term	do	do	do	4 days	do	do	X	X
South Carolina	1883	1917	5-17	5 and up	8-16	14-16	Full term	do	do	do	Not stated	do	do	X	X
South Dakota	1883	1917	5-17	5 and up	8-16	14-16	Full term	do	do	do	do	do	do	X	X
Tennessee	1883	1915	6-21	6-21	8-16	14-16	80 days ²¹	do	do	do	1 day	do	do	X	X
Texas	1890	1915	6-21	6-21	8-16	14-16	80 days ²¹	do	do	do	Not stated	do	do	X	X
Utah	1915	1915	6-18	6-18	8-16	14-16	100 days	do	do	do	1 day	do	do	X	X
Vermont	1897	1915	6-18	6 and up	8-16	14-16	Full term	do	do	do	Not stated	do	do	X	X
Virginia	1906	1918	7-20	6-20	8-16	14-16	80 days	do	do	do	1 day	do	do	X	X
Washington	1871	1909	4-21	4-21	8-16	14-16	Full term	do	do	do	Not stated	do	do	X	X
West Virginia	1871	1915	6-21	6-21	8-16	14-16	120 days ²³	do	do	do	2 days (1 wk.)	do	do	X	X
Wisconsin	1879	1907	4-20	4-20	7-16	14-16	Full term	do	do	do	3 days	do	do	X	X
Wyoming	1876	1909	6-21	6-21	7-14	7-14	Full term	do	do	do	do	do	do	X	X

1. LOCAL OPTION—law not State-wide.
2. Eighty days if not reduced by school board.
3. True date may be earlier.
4. A special board may excuse a child from school attendance at any age.
5. County superintendent may excuse a child from school attendance at any age to support a widowed mother.
6. County or city superintendent may excuse a child from school attendance at any age.
7. One hundred days, if not reduced by the school board.
8. In four consecutive weeks.
9. Full term in cities.
10. County superintendent appoints truancy officers for the districts.
11. Full term if minimum term is less.
12. Consecutive attendance required if term is less than 140 days.
13. Children 15 to 17 unable to read and write must attend school.
14. Children 15 to 17 who have not completed the elementary grades must attend 100 days each year.
15. Illiterates 16 to 21 are included in the school census and must attend school.
16. Lawful labor permits are not issued to children under 15.
17. If exempt from attendance a child must work until 16.
18. Sixty days if not reduced by the school board.
19. In no case less than 60 days. In cities, full term.
20. Three state inspectors have general supervision.
21. Children 16 to 21 who have not completed the fifth grade must attend school for the full term.
22. Extreme poverty or lack of books and clothing exempts children from school attendance at any age.
23. If elementary grades have not been completed, children must attend school until 17 years of age.
24. If unemployed, school attendance for the full term is required.
25. "Urgent reasons—strictly construed," will exempt a child from attendance at any age. It is illegal to employ children 8 to 14.
26. Full term, if not reduced by the school board.
27. Children must attend after completing the elementary grades if parents send them.
28. Counties adopting the compulsory attendance law must take a census of children between 6 and 21.
29. Extreme poverty excuses a child from school attendance at any age.
30. School board may require only 80 days consecutive attendance of children who have completed the sixth grade.
31. Children under 14 may be employed in agricultural and domestic pursuits. Labor permits are not issued to children under 14.
32. Consecutive attendance required for 50 days only.
33. Kindergarten attendance but minimum age not specified.
34. Children over 16 who enroll must attend regularly.
35. Superintendent of schools may exempt from further attendance any child who has attended 170 days.
36. If child must support dependents.
37. Children between 15 and 16, if unemployed, must attend school.
38. State commissioner of labor or the county superintendent may issue labor permits to children under 14.
39. In cities required attendance varies from 160 days to the full term provided.
40. Minimum term required to receive county aid is 6 months; state aid, 3 months.

COMPULSORY ATTENDANCE LAWS

H. R. Bonner, Statistician, Bureau of Education, Department of Interior, Washington, D. C.

(Conclusion)

I take it there is no one so much interested in the education of school children as the executive head of the school system, that is, the superintendent in case of the city school system, the county superintendent in case of rural teachers and the principal or superintendent in case of village schools. I maintain, therefore, that the executive head of the school system should be authorized to issue labor permits. Such executive is in a position to know the school children intimately, or to ascertain the facts from his teaching force. He should also know local conditions and home conditions. Undoubtedly he will give the matter of issuing permits greater consideration than any member of the board of education can do and a higher quality of consideration than any truant officer can possibly give. Thirty-one states have already given the executive head of the system the authority to issue labor permits. One of these states, Connecticut, gives this authority to the State Board of Education. The other thirty give it to the city superintendent, to the county superintendent, to the principal, or to the teacher. Five states, namely, Kansas, Minnesota, Missouri, North Dakota, and Pennsylvania, authorize the superintendent, judge or board of education to issue permits. The law in these states usually reads "The board or judge shall issue the permit in case there is no superintendent." For classification purposes we shall say that these states provide for alternate authorization of the issue of permits. Nine states designate some officer who has been appointed for other purposes to issue labor per-

mits, namely, the District of Columbia, Iowa, Louisiana, Mississippi, Nevada, Rhode Island, Virginia, Wisconsin, and Wyoming. In these states the authorization is ex-officio. In four states permits are not necessary, namely, in Delaware, New Mexico, North Carolina, and South Carolina. It is very doubtful whether these eighteen states just named can have a very effective means for issuing labor permits. They give this authority to some one who does not know the school life of the child and consequently is not usually in the best position to decide what the child's future shall be.

In table 3 the desirable and undesirable features in each state law regarding school attendance have been summarized. It will be noticed that no state has all fourteen desirable points. New Jersey and New York have thirteen out of the possible fourteen. Mississippi scores only one point; Louisiana only two points; South Carolina only three, and the majority of the states seven, eight, nine, ten, eleven and twelve. No attempt has been made to rank the different states, inasmuch as all of the points do not have equal weight and possibly an error may have been made in classifying some of the states. It is admitted very frankly that it is exceedingly difficult to interpret state laws on compulsory attendance and on child labor. In fact, about the only person in the state who thoroughly understands these laws is the state officer of education, and some of them have written me that they have difficulty in interpreting their own laws. Every point included in this table is substantiated by the direct answer of a state

superintendent to a questionnaire asking for this information, and has been verified by consulting each state law. The chances are that few errors have crept in, and that the table represents a very concise summary of fourteen desirable points in an effective school attendance law.

A better understanding may be arrived at by stating just how many children are unfavorably affected by the undesirable features enumerated above. Five per cent of the children live in states having a local option attendance law; twenty-two per cent in states which do not have truancy officers in all districts; ten per cent in states providing for unnecessary exemption; fourteen per cent in states which do not require consecutive attendance; sixty-five per cent in states which do not require attendance for seven years of the child's life; fifty-five per cent in states not requiring attendance for the full school term; eighty-five per cent in states which do not provide a minimum term of nine months; forty-seven per cent in states which permit absence for more than one day before an offense against the law has been committed; thirty-eight per cent in states which exempt children because they have reached certain education standards; eighty-six per cent in states which issue permits to children who have not completed the elementary course; seventy-three per cent in states which require no record of previous school attendance before a labor permit is issued; thirty-two per cent in states which exempt children from school attendance because

(Concluded on Page 106)

STATES HAVING CERTAIN UNDESIRABLE FEATURES REGULATING SCHOOL ATTENDANCE

States.	Local option law.	Truancy officers not provided in all districts.	Provision for excuse from school attendance.	Consecutive attendance not required.	Required attendance less than 7 years.	Attendance not required for the full term.	Minimum term less than 9 months.	Permits more than 1 day's absence for an infraction.	Educational exemption provided.	Permits issued to children in elementary grades.	No record of previous attendance required.	Exemption for poverty and support of dependents.	Law not enforced by a truant officer.	Chief school executive does not issue labor permits.	Number of desirable features.	Children 5 to 18 years in 1917-18.
Alabama				X	X	X	X	X	X	X	X	X	X		6	760,598
Arizona					X	X	X	X	X	X	X	X	X		8	66,655
Arkansas		X	X	X	X	X	X	X	X	X	X	X	X		4	562,961
California					X	X	X	X	X	X	X	X	X		7	906,350
Colorado			X		X	X	X	X	X	X	X	X	X		7	237,407
Connecticut					X	X	X	X	X	X	X	X	X		11	295,031
Delaware			X		X	X	X	X	X	X	X	X	X		5	53,657
District of Columbia					X	X	X	X	X	X	X	X	X	X	7	74,524
Florida	X	X	X		X	X	X	X	X	X	X	X	X		4	269,553
Georgia					X	X	X	X	X	X	X	X	X		5	937,742
Idaho					X	X	X	X	X	X	X	X	X		10	121,838
Illinois					X	X	X	X	X	X	X	X	X		11	1,554,799
Indiana					X	X	X	X	X	X	X	X	X		10	712,913
Iowa					X	X	X	X	X	X	X	X	X	X	7	582,869
Kansas					X	X	X	X	X	X	X	X	X	X	8	495,878
Kentucky					X	X	X	X	X	X	X	X	X		10	707,760
Louisiana			X	X	X	X	X	X	X	X	X	X	X	X	2	590,250
Maine					X	X	X	X	X	X	X	X	X		11	179,048
Maryland		X			X	X	X	X	X	X	X	X	X		12	363,234
Massachusetts					X	X	X	X	X	X	X	X	X		10	855,544
Michigan					X	X	X	X	X	X	X	X	X	X	9	770,809
Minnesota					X	X	X	X	X	X	X	X	X	X	7	635,138
Mississippi	X	X		X	X	X	X	X	X	X	X	X	X	X	1	651,443
Missouri					X	X	X	X	X	X	X	X	X	X	6	900,144
Montana					X	X	X	X	X	X	X	X	X		9	104,673
Nebraska					X	X	X	X	X	X	X	X	X		8	351,924
Nevada		X			X	X	X	X	X	X	X	X	X	X	4	18,831
New Hampshire					X	X	X	X	X	X	X	X	X		10	90,088
New Jersey					X	X	X	X	X	X	X	X	X	X	13	739,126
New Mexico					X	X	X	X	X	X	X	X	X	X	8	126,679
New York					X	X	X	X	X	X	X	X	X	X	13	2,421,283
North Carolina					X	X	X	X	X	X	X	X	X	X	9	792,481
North Dakota					X	X	X	X	X	X	X	X	X	X	9	222,693
Ohio					X	X	X	X	X	X	X	X	X		9	1,246,601
Oklahoma					X	X	X	X	X	X	X	X	X		9	729,547
Oregon					X	X	X	X	X	X	X	X	X		10	194,994
Pennsylvania					X	X	X	X	X	X	X	X	X	X	6	2,192,214
Rhode Island					X	X	X	X	X	X	X	X	X	X	9	147,516
South Carolina	X	X	X		X	X	X	X	X	X	X	X	X	X	3	554,374
South Dakota					X	X	X	X	X	X	X	X	X		7	208,623
Tennessee		X			X	X	X	X	X	X	X	X	X		6	697,110
Texas					X	X	X	X	X	X	X	X	X		7	1,441,881
Utah				X	X	X	X	X	X	X	X	X	X		4	131,734
Vermont					X	X	X	X	X	X	X	X	X		8	85,256
Virginia				X	X	X	X	X	X	X	X	X	X	X	4	678,465
Washington					X	X	X	X	X	X	X	X	X		9	363,812
West Virginia			X	X	X	X	X	X	X	X	X	X	X	X	6	416,483
Wisconsin					X	X	X	X	X	X	X	X	X	X	8	701,094
Wyoming			X		X	X	X	X	X	X	X	X	X	X	6	39,294
Population of these states (thousands)	1,457	6,054	2,844	3,791	17,865	15,243	23,646	12,919	10,516	23,677	20,110	8,717	14,773	9,457		27,086,476
Per cent of total....	5.3	21.9	10.3	13.7	64.6	55.1	85.4	46.7	38.0	85.6	72.7	31.5	53.2	34.2		

The X denotes that the state has the undesirable feature.

Relations Existing Between Superintendents and School Boards in Iowa—III

S. W. Johnson, Superintendent of Schools, Brookings, S. D.

Manner of Selecting School Boards.

Introduction. The school board in organization and purpose is, in many respects, functioning as it did in the pioneer days of this country. Among the early provisions of the first settlers was some plan for education. A committee of men was appointed whose duty it was to secure teachers, and to make other arrangements for the maintenance of a school. These men had all the power of supervision, arranging of districts, finance and general organization under their control.

In those days there was very little that could be called the work of a specialist. If people wished schools they created them from resources they possessed; roads, health, defense, government and religion were also within the immediate direction of some committee. School development has been very gradual. In too many instances, our school boards are still failing to appreciate the opportunities which make it necessary to employ a specialist. A superintendent is employed without the board understanding what his greatest service to the community may be. Facts to substantiate this position are set forth in this paper.

The authority for the organization and maintenance of schools in Iowa is delegated to boards of education by the statutes of Iowa. Among the early considerations of importance of the first legislature of Iowa was the question of public education. This authority may be found in sections 23 and 24 of the Code of 1842:

Section 23. There shall be chosen at each annual township meeting three school inspectors in the same manner as other township officers are chosen, who shall hold their office until others are chosen.

Section 24. Said inspectors shall have power, and it shall be their duty:

1. To call annual meeting to organize.
2. To arrange the boundaries of districts.
3. To receive and collect moneys due district.
4. To describe the number of districts.
5. To appropriate school and library money.
6. The chairman of said board to be treasurer.

7. To examine persons offering themselves to be teachers.

8. To re-examine teachers if it becomes necessary.

9. To visit schools twice a year.

In the Code of 1851, sections 2743 and 2745, show the authority for many of our present day legal directions:

Section 2743. Each school district now existing shall continue a body politic as a school corporation, unless thereafter changed as provided by law, and as such may sue and be sued, hold property, and exercise all the powers granted by law, and shall have exclusive jurisdiction in all school matters over the territory therein contained.

Section 2745. The affairs of each school corporation shall be conducted by a board of directors, the names of which in all independent school districts shall be chosen for a term of three years and in all subdistricts of school townships for a term of one year.

If one were to read this separated from the date, he might think that these are the duties of present day school boards. In fact, the function has changed too little for the efficiency of present educational demands.

Selection and Political Influence.

How are school boards selected? See in Table VIII. Of the 149 replies, 139 checked one or

more of the items under "A" of Questionnaire "B." The data were computed on the basis of the 139 answers. In some instances the superintendent seemed to deem each of equal importance, and ranked them as such as far as he replied. When one item was checked, it was ranked as "first." The percentages have been computed with a slide rule. For all practical purposes this gives the per cent accurately enough.

It is to be regretted that only thirteen per cent of the communities in Iowa are making investigation of the merits of candidates. Of the 1200 organized schools in Iowa, judging from this per cent, there are only 156 of them that can be said to have a plan that should command the respect of every one, and that is to have some committee representing the large educational interests in the selection of suitable candidates for school boards.

To what extent do politicians nominate the candidates? Over twelve per cent of the schools in Iowa are allowing politicians to nominate the candidates for members of the school board. Politicians fail to see the school in its true mission. In view of such men, the funds should be used to aid favorites. Teachers, janitors, supplies, materials must be distributed so that political friends are all recognized. This is too frequently the custom of the city budget. "Why should school directors do differently?" is the politician's standard. Cheap politicians fail to understand that a school board member who pays political debts with the destiny of children is a social criminal.

From the politician's viewpoint, there must be something in it for him to pay for his time and service in behalf of his friends. Under this system of favoritism it is very easy for some selfish person to secure a place on the school board under some false reform. He has a hobby which he wishes to ride, or sees some worthy improvement which he wishes adopted in the school system. He rides his hobby until people feel that he is indeed a very altruistic man, and a man of splendid ideals.

The hobby rider has no place in a school system. The politician finds that such a man can

Table VIII. Methods Used in Selecting Candidates for School Boards.

	Number of Cases	Per Cent
Committee of citizens.....	1	13
Politicians	2	12
Partisan politics	3	.02
Non-partisan committee... 4	18	13
Accident	5	45
Clique	6	43
Each church	7	.02
Women's clubs	8	.007
Labor unions	9	.007
School board decides upon candidates	10	.03
Bipartisan committee	11	.007
Interested persons	12	.007
School board selects.....	13	.03

Of 149 replies, 139 checked "A" of Questionnaire "B." generally be used, and sees that he has a place on the board. A man who will accept a position as the gift of politicians is too apt to seek some personal end for his service on the school board. Bankers of this following feel as if teachers should do their banking with them, and if concessions are not made to them for their prominent service, the teacher may find some embarrassment in her appointment for another year. Grocers have informed superintendents and teachers of their business and their positions on the school board. Both directly and indirectly these public servants have been given

to understand that the merchant expects patronage from the teachers and superintendent. Even teachers and superintendents in Iowa have been asked to help certain of these board members in getting their business or profession before the new teachers. Doctors have been so selfish that superintendents have been placed in unusual embarrassment before the community because the superintendent did not employ the services of the physician on the school board. The list could be extended to all classes of business: druggists, laundrymen, and others.

Too often men who have secured their positions on the school board thru the manipulations of their friends, say that as soon as their children are thru high school, their services will be at an end. It is unfortunate that selfish people will take these prominent and responsible positions with the aim and intention that favors and extra consideration be gained for their children. They hope to secure these thru personal influence on the school board, either directly or indirectly.

Favoritism and Partisanship.

Some teachers can be coaxed to show favors in positions. Other teachers feel that it may be necessary to be long-suffering beyond reason, for the best interests of the school and avoid an unfriendly situation on the school board. Under this type of director we have the man whose wife directs his vote, his interest and viewpoint as director. In many instances the director's wife has been shown unusual courtesies by some group of people who wish either to remove a superintendent or serviceable teacher in order to make way for a particular friend, or else to secure the removal as a result of revenge.

It is difficult enough to secure the highest standard of service in the complex activities of school work without having many of these discouragements and interferences confronting teachers. A teacher's work and a superintendent's work are extremely trying, and the public needs the best from those servants without having them subjected to all of these discouragements and brow-beatings. It is not surprising that so many splendid teachers and superintendents grow unhappy in this environment, and at the end of one year are looking for other positions. Many superintendents have seen the statement in a teacher's credentials that the teacher did not care to remain in the town another year. If the real truth of the situation might be known, her services and happiness in school work have been disturbed by some, or all of these problems, until she felt that there was a happiness elsewhere better than that in her present location.

One hour of a high minded, honorable, efficient, sympathetic business man's time is worth more to a community as a member of a school board than all of the time of a selfish, groveling politician.

Do partisan politics control the selection? Partisan politics seem to have but very little control in school questions of Iowa. This is a very satisfactory situation. It means only about 25 schools of this state are under the influence of partisan politics.

Non-partisan committees. Thirteen per cent of the schools in the state of Iowa have non-partisan committees to select candidates for the school board. It is very pleasing to see the per cent of non-partisan committees and the per cent of committees of citizens no lower. With these two plans there should be a much larger per cent of citizens taking more interest in the

supreme authority of their school system than the present data reveals.

Accidents in Choice.

Is the choice of directors left to accident? It is quite astonishing to see 45 per cent of the schools in Iowa leaving the choice of directors to accident. That means that 543 of the 1,200 schools of this state are allowing school directors to be selected on the basis of accident. When the question is analyzed a little, the wonder is that so much of stability and authority is maintained in a school. What respect can a community of high-minded people feel for the authority of any member of the school board whose position is secured and held on the basis of accident? Can authority of this kind appeal to the highest type of teacher? Will it stimulate the best service of a superintendent for his community? Can it create a morale among pupils that is zealous for the highest in education?

The school director is a most valuable, economic asset in a public school system if he is a citizen who likes harmony in a community and takes an interest in the educational life of young people. What labor can compare to the service of educated, refined men in the bringing of a better race of young people into the social life of a democracy? There is a joy and pleasure in such work that can be surpassed in possibly no other position. The community cannot leave the choice of men for this position to accident with impunity. It is serious to think of more than 45 per cent of the schools in Iowa leaving a responsible authority in education to accident.

In many communities it is impossible to get the best men to serve on the school board for the reason that the people in the district are not willing to assume and carry the responsibility with him. A director should be what the word "director" means. He should be a man who can direct school policies in a large measure for the people. His judgment should be valuable in fixing the standards of taxation, in knowing what the money can buy, in helping the people to see their problem, and in encouraging the true work for the most desirable standards in education. He has many perplexing problems in the repair and upkeep of property. His duty is to aid and work in conjunction with the superintendent in employing all assistants. He must, of necessity, listen to many complaints of citizens, and understand their situation. The director of the right type can be long-suffering with people who are given to criticism, he must be courageous and forgiving. He must know what is to be the standard of his community, and appreciate the teachers and superintendent and their work out of a good understanding of the merits in school work.

Accidents cannot secure the right type of director in every school, or in every election. If the right men are employed on school boards, they feel a pride in their work, and realize that the highest honor of their office comes as a result of most honorable doing and intelligent service to the community. There is no honor except the honor of noble service.

Shall any clique be permitted to nominate candidates? In keeping with the broad view of a democracy there is no place in its safety for cliques. There should be the most freedom of understanding of school situations. Candidates should be known and understood; even their policies should be a matter for everyone to understand before the time of election.

In many communities of Iowa, a clique can nominate and elect some candidate who will be of use to them. It is known very often that a candidate can be elected by a few people doing a little personal work. The school may be very satisfactory—harmony in all of its departments; children making good progress; the standards of education making every advancement that is

wholesome—and still some disgruntled patron or taxpayer may work in secret to select some man in the community who is willing to do his bidding.

The community is at peace and the citizens too content in their success. As a result of their inactivity in the district, the clique candidate is elected and soon begins his work in discord and destruction. In a short time the best teachers will find employment elsewhere. Neighbors become dissatisfied, and sometimes jealous of each other over school questions and before the clique candidate has served his term on the school board, much that was fair and serviceable in the educational life of the community has been supplanted by discord, inefficiency and blundering management. After the patrons of the community have borne this annoying situation too long, they awaken to their needs, put some desirable man on the school board, and begin, after a loss of two or three years, to construct a wholesome and desirable standard of education for their children again, but not until after too many boys and girls have lost valuable time in their educational career, and after the loss of too much money for inefficient school work.

These cliques may be known as the lower tax

enthusiasts, or some wise persons in the community who feel that grade teachers and principals can manage the school with the aid of the directors and have no real supervision. We hear of the agricultural enthusiast, the ventilation crank, the medical inspection idealist, and many others who want to direct the school along a single line. Many most desirable contributions to education have brought an undoing of much that is good in their own cause, as a result of hobby riding. Many of these problems may be very desirable, but what is needed is a broad, liberal policy of any desirable change in educational work.

Over 43 per cent of the directors of Iowa, or in about 518 of the organized schools, members of the school board are nominated by a clique; this does not give a democracy a very satisfactory outlook. If everybody would vote and sanction this selection the condition would not be quite so deplorable, but since directors are elected from far too many schools with but a few votes cast at each election, this looks almost appalling. The per cent speaks in loudest terms for itself. The other percentages are small, however unworthy or however undesirable they may be.

PRUDENCE AND PUBLIC SENTIMENT

J. F. Ward

Mr. K. came to a little village—which shall be nameless—as superintendent of schools in 1914.

At that time his district was doing well enough. They were usually four or five hundred dollars behind at the end of each school year but considering the resources of the community and the high standards they set in their schools, they were getting along as well as could be expected.

Then the pinch of the war began to be felt. Teachers' salaries began their tardy climb upward. Prices of school equipment of all kinds advanced. Hardly a mail came that did not bring notice that some article of school use had become more costly. The expense of running a school nearly doubled in the course of three years.

In the meantime the income of the schools remained stationary. Property was assessed practically as before. The maximum tax in Mr. K.'s district had been reached long ago, and by the spring of 1917 his trustees were faced with a very imposing deficit of fifteen thousand dollars.

Mr. K. and his school officials did all any body of men could do to get their district out of its financial tangle. They put off much needed repair and extension of the school plant. They abandoned all the school wagons they possibly could. They spent night after night going over the 1918 budget, paring off a few dollars here and a few more there.

They were practicing economy until it hurt, and still the deficit grew larger. No one could say that they were at all to blame for the conditions that existed. They simply had to have more money than their income furnished. I have always held that the law contains a spirit of grim humor in places. For instance, it goes into detailed provision how a school must be conducted and then casually informs the school officials that all these things must be done without exceeding a tax that will raise only half the money necessary to do so.

To add to the trouble of Mr. K.'s trustees, the people of the district began to murmur at the way things were going on. Silver and zinc reached a good figure and several little mines

that had been abandoned for years, were reopened. The government sent out contractors who started logging spruce timber in the mountains above the town. Money was plentiful. The people of the district were prosperous and they could not understand the niggardly policy of their school board. The wagon had always come for the pupils on the bench land and when these routes were abandoned the patrons felt that they were being ill-treated. Men talked on the street corners on such topics as: "Slow and narrow policy." "Getting away with the school money," "Have to get a new school board," and so on.

Mr. K. was well informed as to what people were thinking and saying. He urged his board to make a complete statement in the local newspaper, explaining the situation, and asking a group of prominent citizens to meet the board and help find a remedy. He argued that the people would cheerfully vote more school money by special elections when once they saw the necessity to do so.

But Mr. K.'s plan was never followed. His board looked upon outside help as a reflection upon their honesty and ability. They set themselves doggedly to extricate themselves without consulting anybody. The faster complaints came in, the more determined these trustees grew, not to allow anybody to interfere with what they chose to look upon as their business. They grew so suspicious of the public that they conducted all their meetings behind closed doors. When a bunch of business men, sensing what was wrong, asked to see the school records, the board ordered the clerk to refuse. They did this altho they well knew that the law requires the clerk's records to be freely accessible to the public.

It happened that all three trustees were up for election in the spring of 1918. This contest turned out to be one of those dirty little school district mix-ups that no superintendent likes to think about. The result was that all three of the old board were ousted and a new board was elected on the platform: "Honesty and Efficiency in School Management."

The new board probed deeply into the affairs of their predecessors. They hired an accountant

(Continued on Page 117)



NEW JUNIOR HIGH SCHOOL AT WALTHAM, MASS.
Chas. G. Loring, Architect, Boston, Mass.

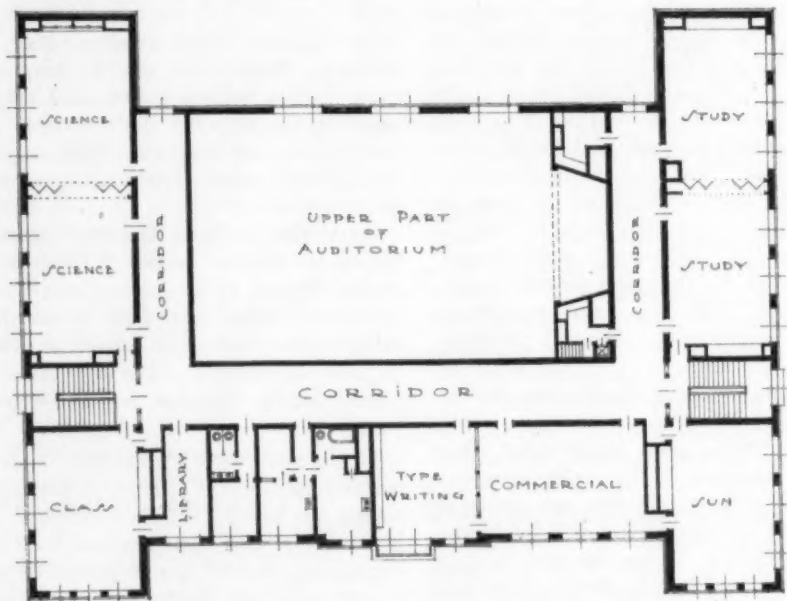
THE NEW JUNIOR HIGH SCHOOL AT WALTHAM, MASS.

The adaptation of school buildings to curricula is illustrated in no type of schoolhouse so well as in the junior high schools which are now being erected in various sections of the United States. Apparently educators and architects have realized the possibilities of starting an entirely new type of school organization in buildings which have been thoroly studied in every detail to meet the needs of teachers and pupils and to facilitate the activities which are carried on in them.

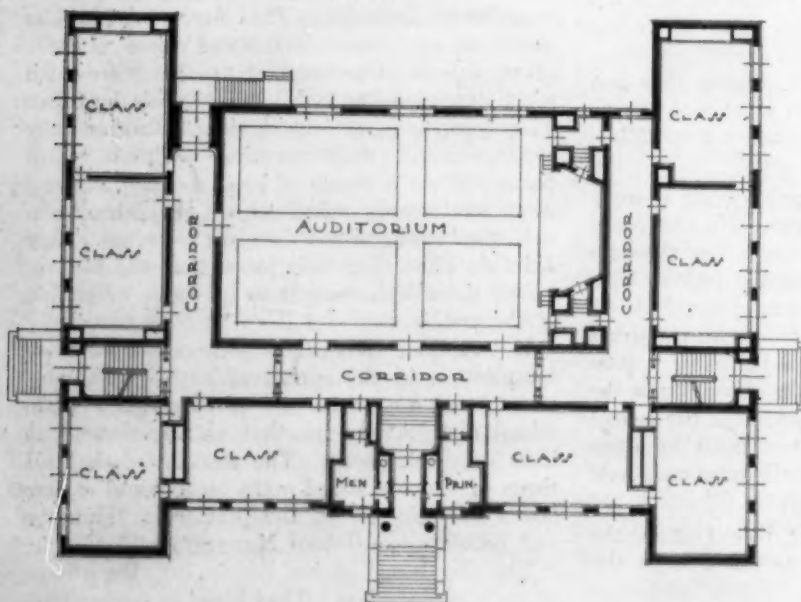
A new intermediate school which is rapidly nearing completion and which illustrates very well the best trend in junior high school designing, is the Waltham Junior High School at Waltham, Mass. The building is being erected following plans of Mr. Chas. G. Loring, Architect, Boston.

The exterior of the building is in the late colonial or so-called neoclassic style, with dark red brick walls, a cut stone basement, cornices, and entrances. The building is located on a

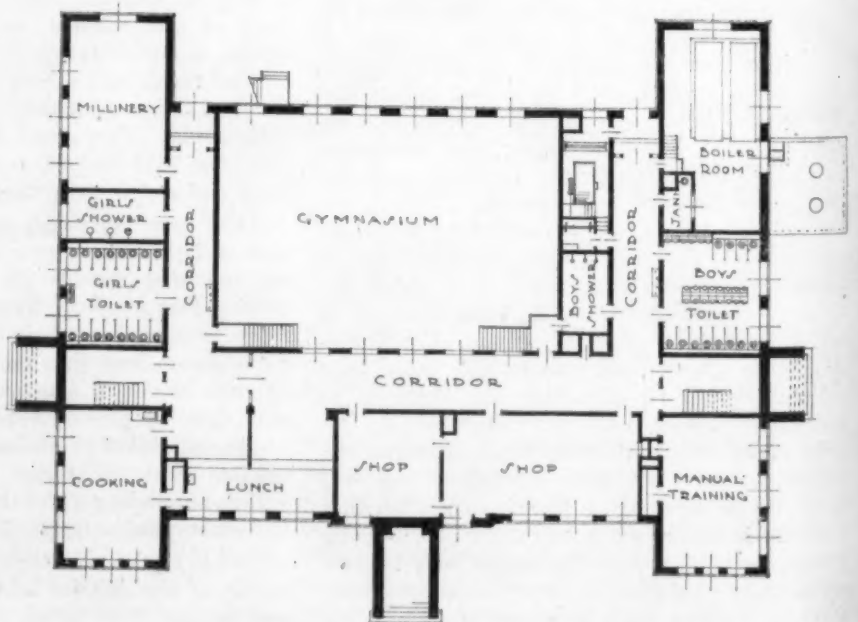
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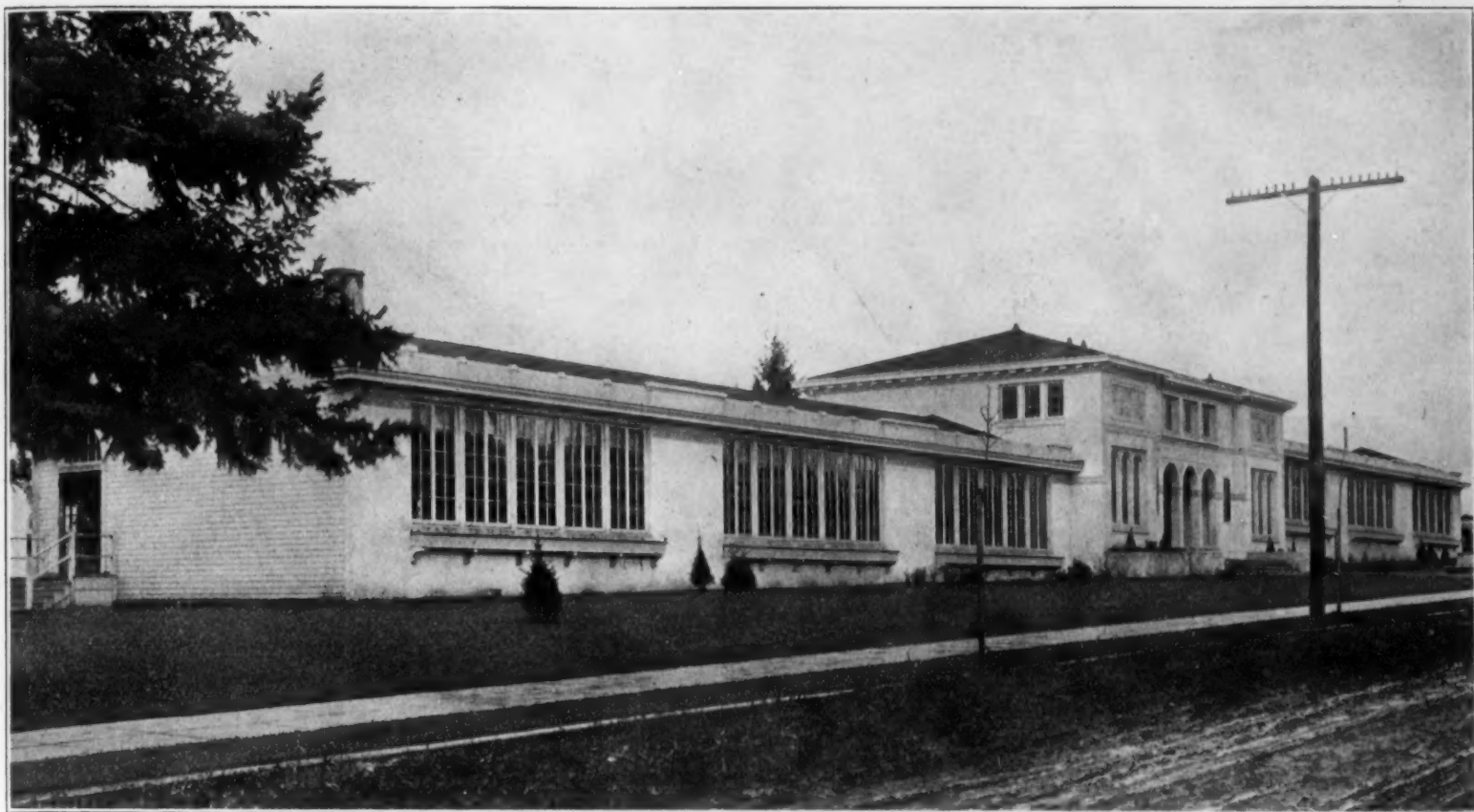
SECOND FLOOR PLAN.



FIRST FLOOR PLAN, WALTHAM JUNIOR HIGH SCHOOL.



BASEMENT PLAN, WALTHAM JUNIOR HIGH SCHOOL.



THE KENNEDY SCHOOL, PORTLAND, ORE. F. A. Naramore, Architect.

One-Story School Buildings in Portland, Ore.

The chief advantages of the one-story type of school building may be summed up in three phrases: (1) safety against fire and panic; (2) flexibility in planning and construction; (3) adaptability to child life and to widely varying educational and social center uses. All of these advantages are well illustrated in the series of one-story buildings which have been erected in the outlying districts of Portland, Ore., during the past six years from plans prepared by Mr. F. A. Naramore.

The sparsely settled neighborhoods which appear in the extreme outskirts of the cities as the result of mysterious efforts of real estate men frequently give school boards more genuine concern than the most populous districts. Depending upon the distance from the nearest school building, and in proportion to the noise-making ability of the real estate agent, the demands for school facilities are loud and insistent. It is in situations of this kind, where the growth of the school population is uncertain and varies from one or two children in one year to two hundred in the next, that the one-story school proves its worth. It is in neighborhoods of this kind that the Portland school board has provided one-story schools.

The Kennedy School.

The Kennedy School was planned in 1914 and the first unit was erected in that year. It is situated in one of the many beauty spots that surround the city. The land is level and covered for miles around with a heavy growth of native trees, particularly firs. The district is thinly settled and the homes are small—mostly of the one-story bungalow type and charming in their forest-like surroundings. The school property measures 400 by 460 feet and the rear has been cleared of trees for play purposes.

The original unit contained eight classrooms, a principal's office, teachers' room, a temporary assembly room, toilets and showers, and space for the heating and ventilating apparatus. When the building is entirely completed it will contain 22 classrooms, a manual training shop,

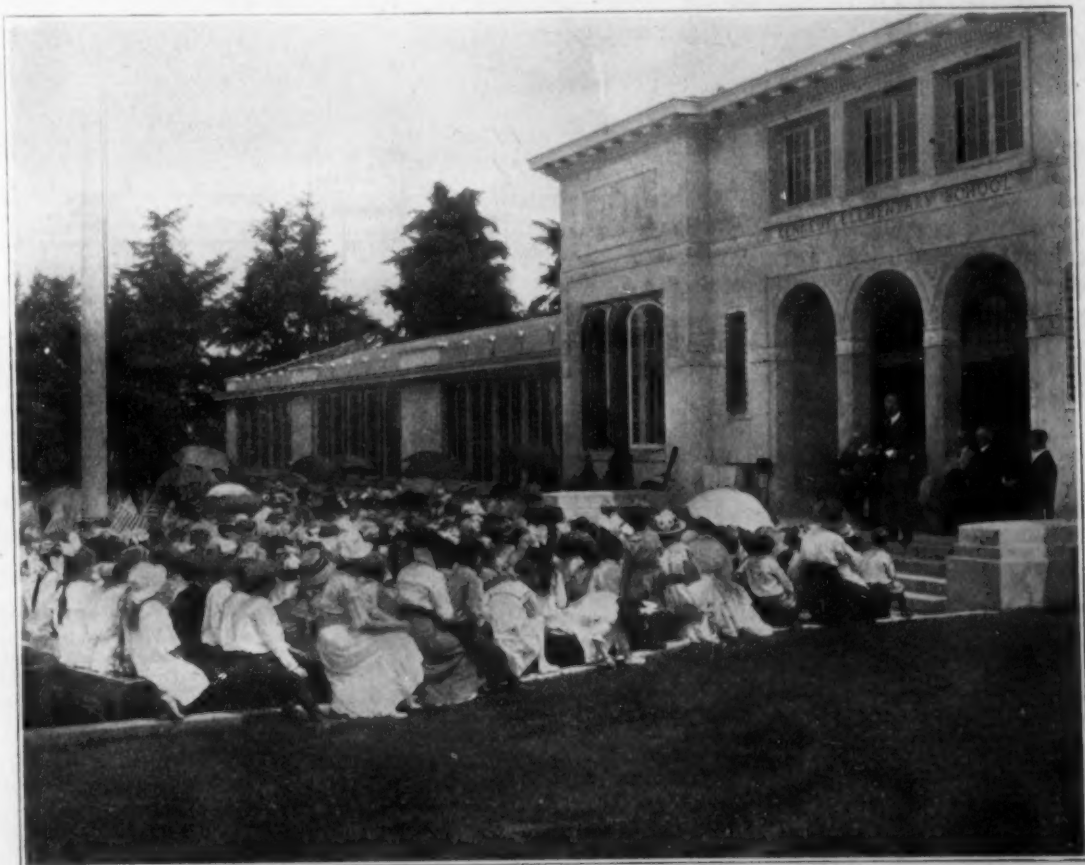
a domestic arts suite, and a completely equipped assembly hall.

The exterior, which follows a modified Italian style, is finished in cement plaster, with terra cotta ornaments and metal roofing. The walls are hollow tile and the interior partitions are of wood frame covered with lath and plaster. The boiler room is enclosed in fireproof walls and is separated from the rest of the building by means of a solid concrete wall.

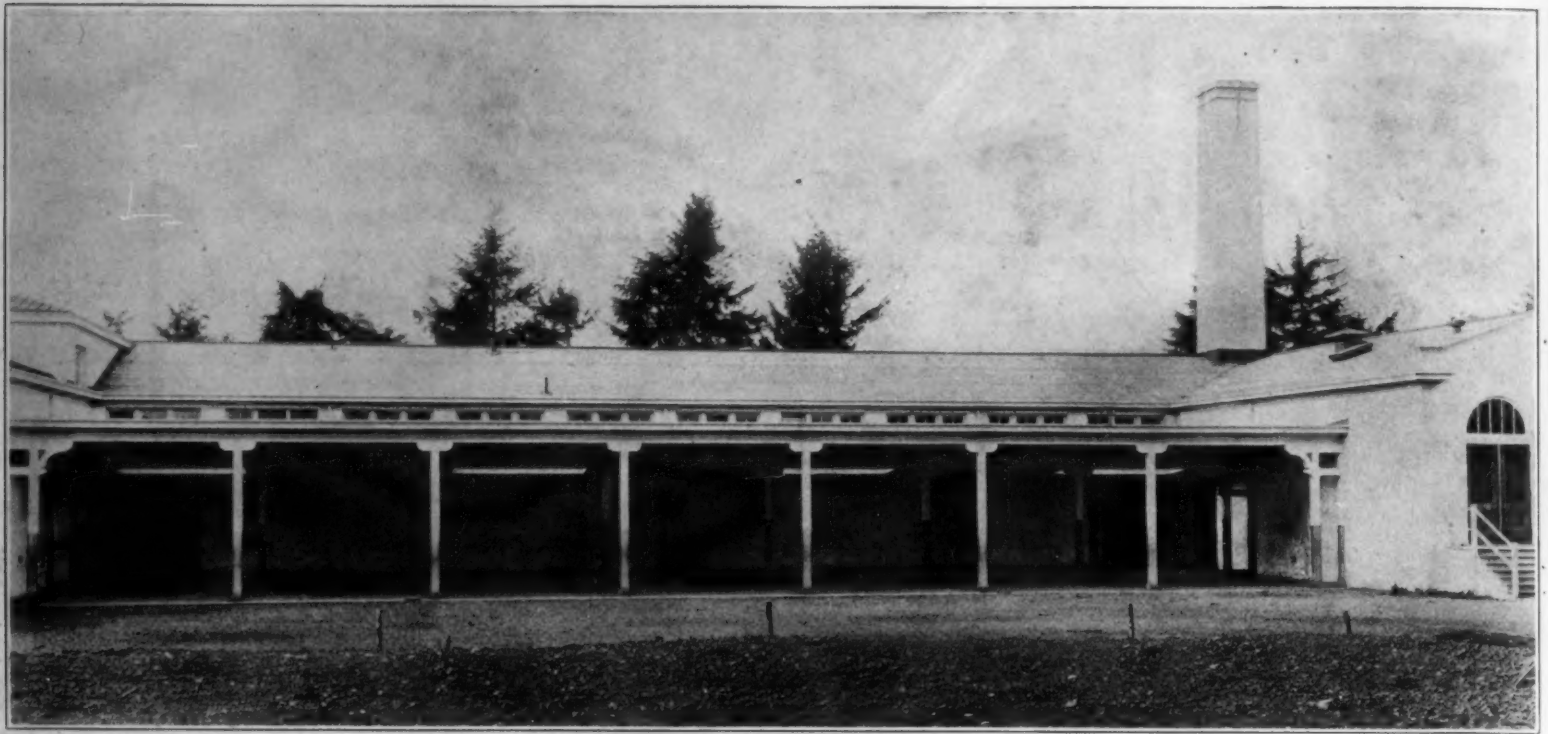
The classrooms are uniform in size and finish and are planned for 40 students each. The walls

and ceilings are plastered and the floors are of maple. Natural slate blackboards are provided and a cork strip is placed over each board for mounting pupils' work, and other exhibit material. The wardrobes are fitted with vertical sliding doors and are placed at the rear of each room. A bookcase and a special wardrobe for the teacher is at the front of each room.

The building is equipped with a combined plenum system of steam heating and ventilation. Electrically driven fans provide the air for the classrooms. In the corridors, the principal's



DETAIL OF THE KENNEDY SCHOOL. DEDICATION EXERCISES IN PROGRESS.



COVERED PLAY COURT, KENNEDY ELEMENTARY SCHOOL, PORTLAND, ORE.
Mr. F. A. Naramore, Architect.

office, etc., the radiation is direct. The entire heating plant is under thermostatic temperature control. Modern plumbing has been installed and complete electrified equipment is provided.

The building, including heating, ventilation, plumbing, and all fixed furniture excepting school desks, etc., and architects' services, cost \$53,000. The site, including improvements, cost \$19,500.

A unique feature of the building consists of covered play courts which are necessary because of the climate of Portland. The Oregon winters are exceedingly mild and the coastal plain in which Portland lies, is subject to heavy rain-falls during three of the winter months. Covered play courts have been provided in a number of the Portland schools and have been found to be especially useful during this rainy season.

The Fulton Park School.

The Fulton Park School is a type of one-story school that is unique, as well as useful and economical. As will be seen from the illustrations, the building contains four classrooms and an assembly hall. It is entirely without corridors and while it is planned for enlargement, it is not likely that increased school population will demand a larger structure for some years to come. The building serves a thinly settled and slow growing district at the edge of the city and on a hill overlooking the same. The hill cuts off the ordinary routes of traffic and for that reason will prevent the district from increasing rapidly.

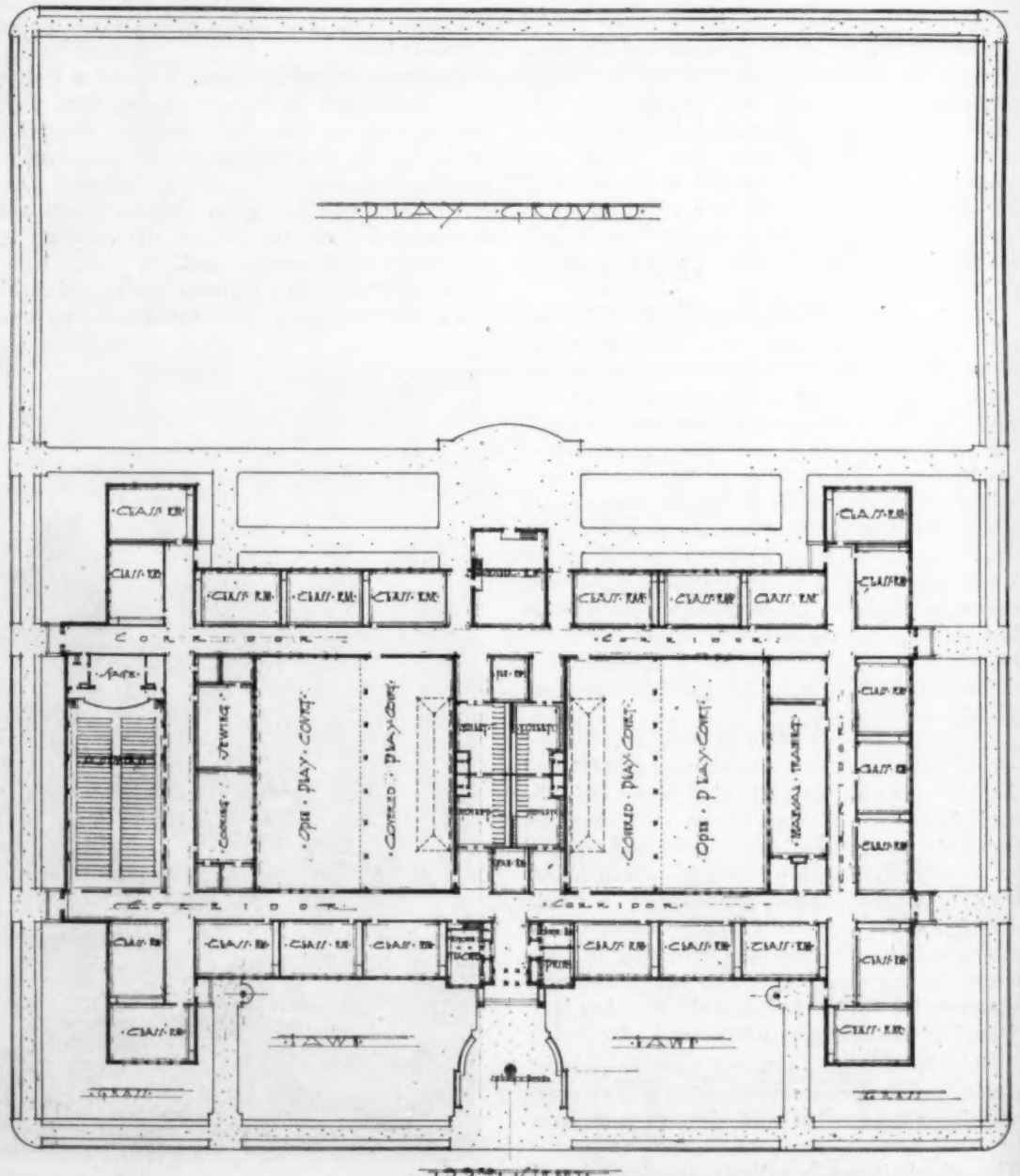
The building is similar in construction and equipment to the Kennedy School. It cost, including all the work and equipment, and with the exception of the furniture and architects' services, \$23,300. The site which measures 200 by 300 feet cost, with improvements, \$14,000.

The Terwilliger School.

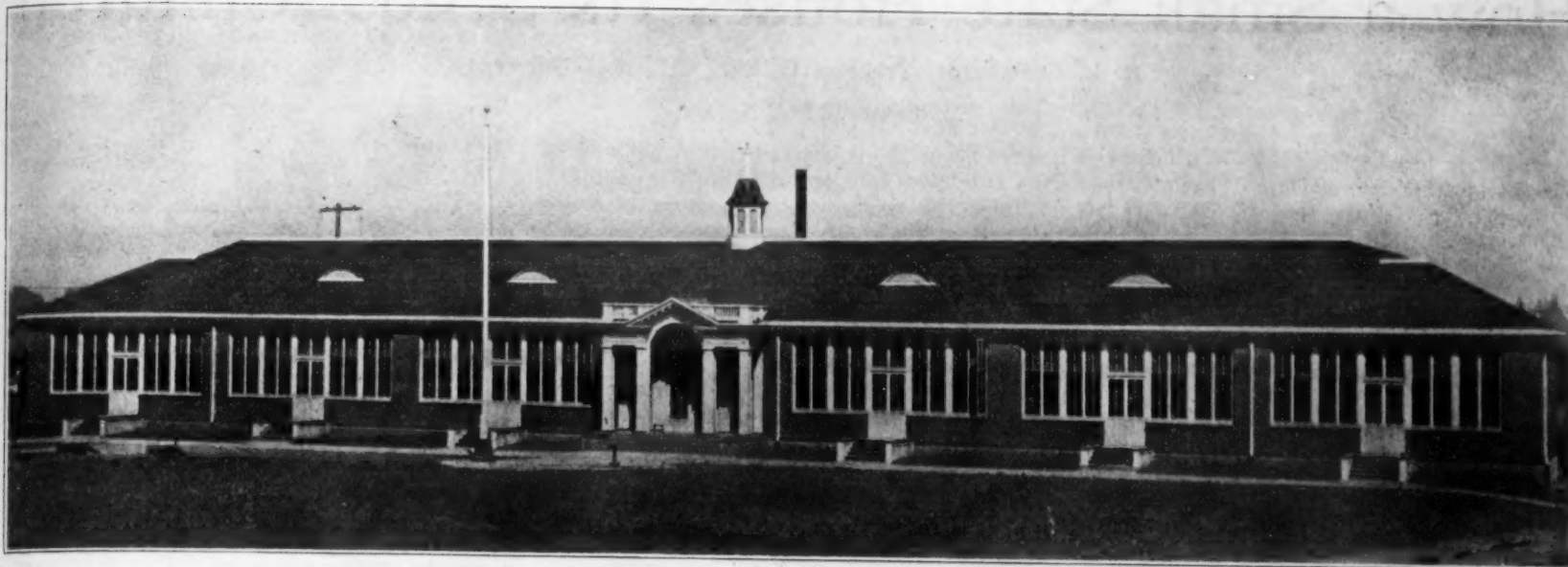
The Terwilliger School is a semi-fireproof type of one-story school which has been planned to meet uncertain conditions. It is located in a thinly settled section devoted to small homes at the edge of the city's factory district. Increase in school population is doubtful and the life of the entire neighborhood as a place of homes is limited. The building is of the most flexible type so far as enlargement is concerned and is of comparatively temporary construction. It contains six classrooms suitable for forty pupils

each, an assembly hall seating 350, a principal's office, a teachers' restroom, boys' and girls' toilets, a shower bath and dressing room, space for the heating and ventilating apparatus, and roof play courts.

The building is of ordinary wood-frame construction, with exterior walls of brick veneer, and a wood shingle roof. The classrooms and corridors have rough and plastered walls and ceilings and fir floors. The classrooms are



FLOOR PLAN OF KENNEDY ELEMENTARY SCHOOL, PORTLAND, ORE.
F. A. Naramore, Architect.



TERWILLIGER ELEMENTARY SCHOOL, PORTLAND, ORE. F. A. Naramore, Architect.

equipped with artificial slate blackboards, cork tacking strips and casement windows.

The mechanical equipment includes a furnace with an electrically operated fan for driving the air into the classrooms. The plumbing is of the latest modern type and electric lights, electric gongs, fire standpipe and hose are provided. Excluding architectural costs and furniture, the building cost \$23,400. The site cost \$16,300.

The Capitol Hill School.

The Capitol Hill School is similar in construction and arrangement to the Terwilliger School. It occupies a site 200 by 700 feet in size and contains five classrooms. Assembly facilities are provided by means of a folding partition between two of the classrooms. The building cost \$23,400 and the site, \$16,300.

LEGAL NOTES.

School children afflicted with epilepsy cannot be suspended from school, according to a recent opinion of Attorney General Arbuckle of Arkansas. The opinion was given in answer to a request from State Supt. James L. Bond.

Mayor Hylan and the city comptroller of New York City recently won a substantial victory in their fight with the State Educational Department and City Supt. W. L. Ettinger. The New York Court of Appeals has reversed a decision of the lower court, granting a writ of prohibition preventing the State Commissioner from interpreting the educational law.

The case which started more than a year ago, involves the transfer of the \$2,500,000 in state school funds to the general city fund. It is believed that while the opinion restrains the Commissioner from determining where the money is to go, it still leaves open for determination the question as to the disposition of such funds.

It appears, also, that the opinion of the court in effect, limits the jurisdiction of the Commissioner in school appeals to questions in controversy between school officers or agencies existing or having powers under the educational law.

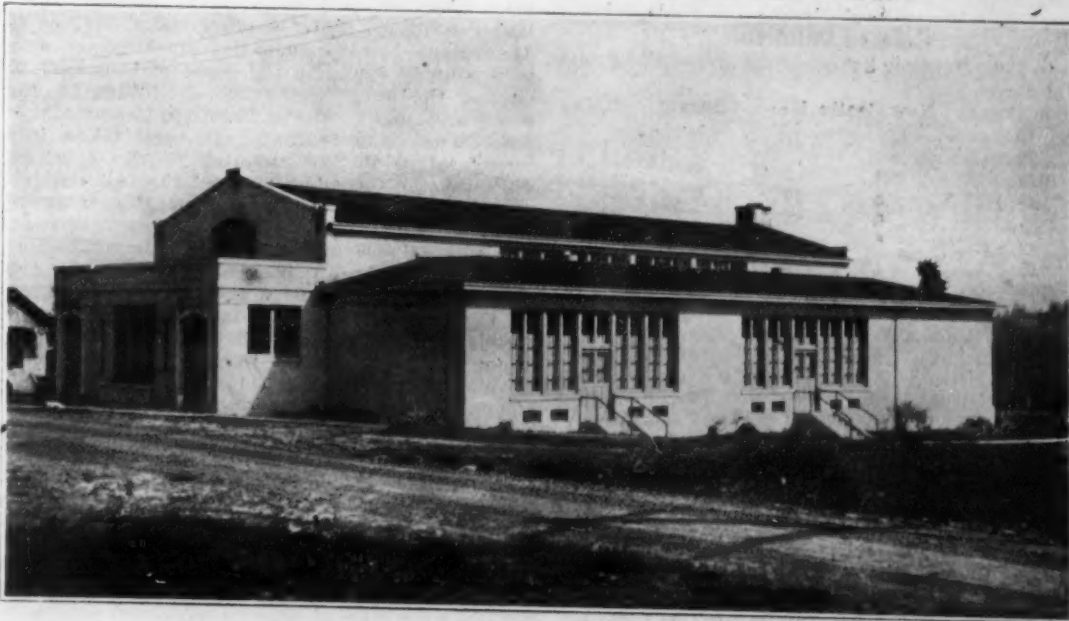
A recent opinion of Attorney General Webb of California holds that all persons between the ages of 18 and 21 years who cannot speak English must attend a part-time school. An exception is provided where persons for physical or other reasons cannot comply.

The Pittsburgh board of education has rejected bids for the construction of the new Westinghouse high school and has adopted a policy not to attempt school building construction during the present period of high prices. The plans for the Westinghouse High were made in 1915 and provided an estimated cost of \$600,000. The present high prices for materials and labor have raised the original cost to \$2,343,338.

The \$700,000 4½ per cent, twenty year school bonds of Indianapolis have been sold for \$680,305. The board of education has taken under advisement the bids for the construction of the academic and trades buildings for the Arsenal Technical Schools. The bids submitted are rather high and do not include provision for the proposed wings, or for the heating, lighting and ventilation.



ASSEMBLY HALL, FULTON PARK SCHOOL, PORTLAND, ORE.



FULTON PARK SCHOOL, PORTLAND, ORE. F. A. Naramore, Architect.

How a Small State Houses Its School Children

N. L. Engelhardt, Teachers College, Columbia University

(Concluded from January)

In addition to school buildings in which more than four teachers are employed (Table 1, page 38, January issue of the *Journal*) Delaware has 293 one-to-four teacher schools for white children and 89 one-to-four teacher schools for colored children. The scores allowed by the judges on the Strayer-Engelhardt Score Card for One-to-Four Teacher Schools for each of the 293 schools for white children are distributed in Table II.

TABLE II. Summary of Final Scores Allotted on 293 School Buildings in Which One-to-Four Teachers Teach.

Total 1000	New Castle	Kent	Sussex	State
0-49.....				0
50-99.....			1	1
100-149.....			6	6
150-199.....	3	2	16	21
200-249.....	16	24	32	72
250-299.....	19	24	47	90
300-349.....	14	16	19	49
350-399.....	11	7	13	31
400-449.....	9	1	5	15
450-499.....	3	1	1	5
500-549.....	2			2
550-599.....				0
600-649.....				0
650-699.....	1			1
700-749.....				0
750-799.....				0
800-849.....				0
850-899.....				0
900-949.....				0
950-1000.....				0
Total.....	78	75	140	293
25 Percentile ...	250.31	233.89	217.75	230.77
Median	302.56	272.96	264.95	275.00
75 Percentile ...	378.55	318.52	306.89	329.35

This table reads as follows, beginning on the fourth line from the top and reading under the heading New Castle County: Three school buildings were rated between 150 and 199 points. Still reading across the table horizontally, two buildings in Kent County were rated between 150 and 199 points. When we come to Sussex County we find in the column of figures given that one building rated between 50 and 99 points; that six buildings (reading down the column) rated from 100 to 149 points, and sixteen buildings from 150 to 199 points.

The summary of this table is given below it, expressed in 25 percentile, median and 75 percentile.

For the whole state it will be observed that one-half of the school buildings were scored below 275 points and half of them above that score; that one-quarter of the buildings were

TABLE III. Summary of the Scores Allotted on the One-to-Four-Teacher Schools for Colored Children.

One to Four-Teacher Schools for Colored Children.				
Total Score	1000 Points	New Castle	Kent	Sussex
0-49.....				
50-99.....				1
100-149.....	1	3	8	12
150-199.....	5	17	9	31
200-249.....	9	7	7	23
250-299.....	6	1	5	12
300-349.....	1	2	4	7
350-399.....	1			1
400-449.....				
450-499.....		1		1
500-549.....	1			1
550-599.....				
600-649.....				
650-699.....				
700-749.....				
750-799.....				
800-849.....				
850-899.....				
900-949.....				
950-1000.....				
Total.....	24	31	34	89
25 Percentile ...	199.00	162.25	145.90	164.30
Median	232.33	190.20	193.44	200.00
75 Percentile ...	274.00	216.69	254.00	249.00

scored below 230 points and that one-quarter of the buildings were scored above 329 points.

Table III. represents the summary of scores allotted on the eighty-nine schools of the state where colored children are taught. The entire inadequacy of these buildings as measured in the light of modern standards is quite evident from the table; 19 of the 89 buildings were scored above 300 points and two of the 89 buildings were allotted a score of 500 points or more. It should be borne in mind that a perfect score is 1,000 points.

The scores of the above table may best be interpreted by the reader by following thru typical cases of each of the three classes of buildings.

Below are given the pictures, tabulated scores, and brief and partial descriptions of three of the larger buildings, five of the one-to-four teacher buildings for white children and four of the one teacher buildings for colored children. These buildings are representative of the groups which have been allotted scores within close range of their own. They point out the extreme need in the state of Delaware for new school buildings and indicate that a \$2,000,000 fund will only partially satisfy the demands of Delaware School children for adequate school housing.

2. Types of One-to-Four Teacher Schools for White Children.



Oak Grove School District No. 130.

	Score	Possible Score
Site	130	160
Building	149	200
Service Systems	170	250
Classrooms	172	225
Special Rooms	44	165
	665	1000

The Oak Grove School, located in Elsmere, is a new, four-room, one-story rectangular type of brick building, with stone foundation, in excellent condition. This building, 46 x 74 feet in dimensions, located on a site much larger than is commonly found in the State of Delaware, is one of the very best school buildings in the State and many of the improved standards in schoolhouse construction have been taken into consideration in the planning of the building. The site, tho too small to meet the full requirements of modern standards, is capable of extension and is so situated as to be easily developed. The plot is new and as yet no extensive effort has been made to beautify or improve the grounds, but the situation evidences a disposition on the part of the community to have a very good school and the surroundings, therefore, will undoubtedly continue to improve. Trees should be planted, gardens and lawn plots developed, and walks put in where needed. The present board walks are not in keeping with the building and are evidently not intended to be permanent in character.

The building, being new, is in excellent condition and evidences good material and good workmanship thruout its entire construction. It is heated by direct steam, but no provision has been made for forced ventilation. Classrooms and corridors are lighted by electricity, but the number and arrangement of outlets are not sufficient

to entirely meet the needs of the building for evening use for school purposes. Adequate provision is made for drinking facilities, but the number of wash basins is below standard and no provision is made for bathing. Indoor toilets, adequate in number, well fitted up, and especially clean and sanitary, were found in this building. In this respect, the building stands out in marked contrast to almost every other school building in the state.

The classrooms, with respect to the corridors and entrances, are well arranged. They are not, however, standard in size or shape, being somewhat narrower than is approved, and in the case of two rooms considerably undersized. The general appearance of the interior could be much improved by well selected shades of paint or tinting. At the present time the walls are of new, rough-finish plaster. The glass area thruout the building is up to standard, but unfortunately the window placement has not been given careful consideration. In the case of two rooms, the windows extend entirely too far toward the front wall. This situation could be improved by the permanent closing or curtaining of the window nearest to the front. The small, high windows which are placed in the rear of two of the rooms should be permanently closed. The location of these high windows is extremely objectionable from the standpoint of the strain which it entails upon the teacher, who must face these windows thruout the entire day.

This building is again unusual among those of Delaware in that it provides two excellent play rooms in the basement. The space is large, well lighted, and well adapted for the purpose intended. Two of the classrooms are so arranged as to be thrown together by the removal of a folding partition. This arrangement makes a fairly satisfactory community and assembly room for the school. The rather low score on special rooms is due to the absence of library, lunch room, officials' room, or any provision for the industrial or home-making arts.

Under the contemplated consolidation of the school districts within the vicinity of Elsmere, this school building should be continued in service as a six-year school, providing very satisfactory accommodations for the first six grades. There is sufficient space within the building which by means of slight alterations could be utilized in such a way as to provide for a full, well-rounded educational program for pupils of the grades named.



Eight Square School, District No. 57.

	Score	Possible Score
Site	88	160
Building	61	200
Service Systems	38	250
Classrooms	50	225
Special Rooms.....	3	165
	240	1000

As a monument to a by-gone age in education, "Eight Square" is a most interesting type of building. At a time when it was considered essential to one's educational development that he be within easy reach of the master's rod, an octagonal room may have had peculiar advantages, but in the present era, when the angle at which the light falls upon the pupil is regarded as more important than the angle at which the rod falls, Eight Square is out of place, as a school building.

The scores indicated above point to a very certain condemnation of the building on every major item of consideration. The environment of

the building is the only commendable feature which it possesses. Because of its lighting features alone, if for no other, it should be closed for school purposes.



Hollyville School, District No. 132.

	Score	Perfect Score
I. Site	68	160
II. Building	48	200
III. Service Systems	61	250
IV. Classrooms	81	225
V. Special Rooms	3	165
	261	1000

The building is 20 ft. long by 16 ft. wide and rests upon a brick foundation. It has a corrugated metal roof upon which the rain no doubt beats down to the disadvantage of school discipline. Two rows of single seats have been provided besides the double seats that are in use in this building. Apparently the only reason why single seats were provided was because the building was too small for double seats, as the single seats have been placed against the wall even where the dead wall spaces are to be found between windows. The building would make a fair sized woodshed but is altogether unsatisfactory as a schoolhouse. Its outhouses are in wretched condition and in close juxtaposition to each other and the school. One outhouse may be reached by wading thru water at certain times of the year.



Hill's School, District No. 21.

	Score	Perfect Score
I. Site	45	160
II. Building	35	200
III. Service Systems	61	250
IV. Classrooms	48	225
V. Special Rooms	3	165
	161	1000



Canterbury School, District No. 26

The Hill's school is situated in a little clearing with forest to the right, rear and front, and an open field to the left. It is a whitewashed, shingle structure which is decaying rapidly. It has a roof of corrugated metal and a foundation of rotting wooden posts. The room is square, being approximately 18 feet each way and is lighted by two windows on each of three sides. Even tho lighted on three sides and even tho the room is small, these six windows do not furnish more than half of the percentage between the window area and floor area that is considered to be the standard. A box wood stove, without jacket is located toward the front center of the room. The seats are placed on stilts and occupy a large part of the classroom. The floor is in fair condition, but only a distance of seven feet separates it from the ceiling. No flag or flag pole has been provided. The outhouses have been constructed with a minimum of labor and the minimum of expenditure for lumber. The children who attend this building should be provided with better educational facilities at the earliest possible moment.

Canterbury School, District No. 26.

	Score	Perfect Score
I. Site	135	160
II. Building	79	200
III. Service Systems	60	250
IV. Classrooms	95	225
V. Special Rooms	5	165
	374	1000

This two-story, two-room structure is located on an open rectangular lot which can be used for play purposes. The interior of the building would be a disgrace to any community. Plaster has been broken from the walls in many places; blackboards have been torn down; furniture roughly treated, and the roof has leaked in places. Apparently no respect is paid to school buildings by the school children of this community, and probably this building with its equipment and cheap construction is entitled to little respect. The building has no attractive feature about it.

3. Types of One-to-Four Teacher Colored Schools of Delaware.



Trinity District No. 221—Colored.

	Score	Perfect Score
I. Site	30	160
II. Building	17	200
III. Service Systems	19	250
IV. Classrooms	0	165
V. Special Rooms	52	225
	118	1000

This building is a one-room frame building, without vestibule. It is approximately 18 feet by 32 feet in dimensions. The character of the foundation could be ascertained without the removal of boards which were buried in the ground. The roof is moss grown, and the entire building is in the last stages of decay. It is located in a churchyard at the intersection of poorly graded, unimproved roads. The building is heated by a box stove. It has neither clock nor bell, no provision has been made for either drinking or washing facilities and no toilet accommodations whatever are provided. The glass area of the classroom is less than one-half of what it should be, and what it has is distributed on opposite

sides of the room. No window shades are supplied and no provision made for cloak rooms. The only commendable feature of the building is the new double desks which have been installed. These are in good condition but double desks do not meet standard requirements. This building should be abandoned absolutely and the children of the community provided with a new and modern schoolhouse.



Millsboro School, District No. 204—Colored.

	Score	Perfect Score
I. Site	62	165
II. Building	35	200
III. Service Systems	7	200
IV. Classrooms	67	225
V. Special Rooms	0	165
	171	1000

This school is situated on a very limited, triangular plot, backed by a forest which practically overtops the schoolhouse itself. The shutters, outside steps, pump and windows are among the parts of this building that were broken down. Some of the brick piers are rotting away. The interior of this building could be barren in no greater degree. There is absolutely no indication of any effort for making the interior of this building attractive. No decorations of any kind appear. The wood stove cannot possibly provide sufficient warmth for the children in winter. There seems to be only one toilet to be used in common by both sexes.



Wharton's Branch School, District No. 205—

	Score	Perfect Score
I. Site	32	160
II. Building	13	200
III. Service Systems	26	250
IV. Classrooms	24	225
V. Special Rooms	2	165
	97	1000

Wharton's Branch colored school is housed in a very old, one-room, one-story, frame building, which is located on a small irregular site, approximately 100 feet by 150 feet, surrounded on three sides by oak woods and underbrush. The building is 14 feet by 20 feet, of the nonvestibuled type, lighted from three sides with the seatings so arranged as to compel the children to face an open window. The entire structure is in the last stages of decay. From the exterior one would never suspect that school children would be housed in such quarters. The interior is no more satisfactory than the exterior. The ceiling is seven and one-half feet high and the floor, which is badly worn, is sagging down at either end to such an extent that



THE AMERICAN School Board Journal

DEVOTED TO
LEGISLATIVE AND EXECUTIVE SCHOOL OFFICIALS
WILLIAM C. BRUCE, Editor

EDITORIAL

NEW YORK CITY BYLAWS HELD ILLEGAL.

That school boards are not executives but legislative bodies is the final conclusion which must be drawn from the recent decision of State Commissioner of Education of New York, J. H. Finley, who has declared a number of the new bylaws of the New York City board of education to be illegal. The case is interesting in that it sets a precedent for New York State and repeats some well established principles of school administration.

In the course of a bulky revision of its bylaws, the board proposed that the board of superintendents make reports to the president at such times as it should require, that the board of education might ask the board of superintendents to prepare such courses of study as it decreed necessary, that the director of the bureau of reference and research be directly under the board of education, and that the powers and duties of the superintendent of schools be subject to the bylaws. Commissioner Finley held these provisions to be illegal because they ignore the superintendent as the chief executive of the school system and grant executive powers to the president and the board. He said:

"The law recognizes the generally accepted educational policy of entrusting the general management of the schools to an unsalaried board of prominent citizens who are interested in public education, but who are not professional educators; of conferring upon such board legislative powers, within legal limitations, over the school system; and of authorizing it to appoint suitable executive officers who are to be held responsible for the details of the business and instructional affairs of the schools.

"It is not contemplated either under sound educational policy or the statute, that an unsalaried board in a large city, consisting of representative citizens not especially skilled in school matters, performing their functions at meetings held from time to time, and necessarily devoting an inconsiderable portion of their time to their official duties, should take upon itself the actual, detailed administration of either the business or instructional affairs of the system under its charge. The generally accepted theory and the best practice in good school government alike require that the members of the board shall not act as individuals, and shall not possess administrative functions, but shall be limited to actions taken in legal meetings of the board, which should be recorded as its official acts in the journal of its proceedings. The board should declare what is to be done, and leave with its executive officers the power to perform, and the responsibility for, the administrative acts required of them."

"Such an interpretation of the conferred powers of the board and superintendent does not minimize the importance of the board. It is

still to be regarded as the controlling body in charge of the schools maintained in the city. The board is to determine the broad general policies under which the schools shall be managed."

"The board of education, constituted as is the respondent board, serving without compensation and meeting at stated intervals, each member being engaged in other activities, may not be expected to administer actually and in detail any part of the great system under its control. The statute in prescribing its powers and duties did not so intend nor does it so provide."

"To obtain administrative efficiency and proper educational results it must create an organization, complete in its working parts, with a competent and experienced person as chief executive, clothed with the power to supervise and direct the operation of the entire system."

"If the superintendent of schools is not properly administering the affairs of the board, it will be the duty of the board to call him to account and take such disciplinary action against him as it may deem fit. It may not, however, take from him any of his statutory powers and confer them upon any officer or member of the board."

"While this is a matter of state concern, the provision of the bylaws noted would grant powers to the board which under reasonable interpretation of the statutes it does not possess and which under sound administrative practice it should not exercise even if it did possess. The state, whose constitution applies provision for the maintenance and support of a system of free common schools, wherein all the children of the state may be educated, views with concern the confusion of purpose and want of united effort in the administration of school affairs in New York City, and not only requires immediate compliance with the letter of this decision, but urges such cooperation between the board and superintendent as will insure the orderly and most effective conduct of the schools under their common care."

THE SALARY PROBLEM AGAIN.

Facts are being brought almost daily into the limelight of the press that emphasize the seriousness of the teacher shortage. It is disturbing to any school board member or superintendent, to read that eighteen hundred teachers in New York City resigned last year to enter other occupations, to note that hundreds of rural schools are being closed in many of the states because the teachers are not to be found, and to learn of the low attendance in university schools of education and normal schools, despite the great increase in enrollments in all higher schools.

At the risk of becoming eternally tiresome, it must be repeated here that school boards must face the salary problem fearlessly and strain every resource to grant teachers and principals the well deserved increases in pay which they ask. It is idle to hope that the present shortage in production of necessities and luxuries will be overcome in a year or two, and that the certain decline in business will reestablish the equilibrium of supply of teachers. The men, and especially the women, who leave the classroom for business or industrial occupations, are lost for all time to the cause of education and the damage due to unprepared and inferior teachers will reflect itself in the entire rising generation. The present teachers must be held no matter how high tax limits are raised and public funds depleted.

The schools as a public institution must be able to compete for their staffs with the professions and industries. Unless we are ready to say that education is of minor concern, the schools must pay the teacher as much as is paid by the merchant and the manufacturer to the operative, the salesman, the stenographer; the teachers' income must measure up with that of the lawyer, the doctor and the architect. It is time that the idle talk of a living wage as applied to the teacher be stopped. Her very work entitles her to more than that. It entitles her to an amount in proportion to her preparation, ability and experience and in direct relation to her service to the community.

School boards have a solemn duty to perform in initiating salary increases during the coming spring months and to give every support to worthy movements which make for the stability of the teaching and supervisory offices of the schools.

SCHOOL TAXATION UNITS.

The greatest single objection to the district form of school organization is the opportunity which the small district gives for juggling the tax rates and for keeping the rural schools at the starvation point. Why should adjoining districts exhibit the greatest disparity in assessments and levies when some accident of land values, the presence of a railway right of way, or the location of a mine makes one more fortunate than the other? Why should the children of one neighborhood be penalized educationally because a controlling group of penurious agricultural profiteers can deny them a fair allowance for a decent schoolhouse, a competent teacher and a full term?

Reform in rural schools can only come thru consolidation of school districts which will materially enlarge the units of taxation. The ideal will probably be the county unit, but in many states the time is not yet at hand for such a step. For the immediate present earnest school boards will render a valuable service if they consolidate rural with village, or other rural districts, and enlarge the unit of taxation to the greatest possible extent. It may be stated as an axiom that the larger the local unit of school government the less is it subject to politics, personal and class interests, and other forms of undemocratic influence.

IS IT ETHICAL?

Superintendents and school board members condemn teachers who break their contracts, and rightly so, for the teacher who does not hold sacred her word is lacking in principle and is to that extent undesirable as a guide for children. But, has it occurred to superintendents and school boards, that back of every contract-breaking teacher there is some school officer who is at least tacitly bidding for her services? Have not all school authorities met the superintendent, or principal, who has come visiting a school and who has abused the hospitality of his hosts by writing or telephoning, to some especially efficient teacher whom he has observed, an offer for a better position or better pay? Is it not a fact that in nine out of ten cases of contract-breaking, the active initiative has come from a professional head of a school system?

How can a bad practice like this be broken when the real culprits are the heads of school systems themselves? Would it not be better to stop finding fault with the teachers and criticize those who are at fault?

MRS. DORSEY ELECTED.

The tangle over the Los Angeles superintendency has been happily cleared by the election of Mrs. Susan Dorsey, who for many years has been

an assistant superintendent and before that a principal and teacher in the schools.

Mrs. Dorsey has all the qualifications necessary for carrying the heavy burden of the chief executive of the Los Angeles school system. She knows intimately every detail of the schools, the history of present practices and conditions. She knows the temper of the people, the possibilities and the probable future of the community. She has been connected actively with the inauguration of many of the best features—administration, courses of study and special service. Her leadership of the teaching staff is positive, skillful and kindly. She has not been mixed up with politics of the board of education.

Mrs. Dorsey should make a big success of her office—a success that will outrank that of the late Mrs. Young in Chicago. To do so, she will require but one thing: the active, fearless support of the board of education in her policies and acts. Her initial public statement gives great promise in its simplicity and directness. "I will endeavor to administer the schools," she said, "primarily in the interests of the children."

STOP QUIBBLING.

A useless man on the school board is the quibbler—the man who wants to debate every small point which arises. We have seen him waste precious minutes over the purchase of two chairs for a principal's office while the adoption of the annual budget was delayed until a late hour in the evening; we have heard him take the superintendent to task over the assignment of a teacher because some minor technicality had been accidentally overlooked; and we have observed him raise a perfect storm over a proposal for an improvement simply because it came from a member of the opposition.

The school board is not the proper place for oratory or debate. The members of committees and of boards have a specific piece of work to perform in meeting assembled to legislate for the schools. As such, school board members have no personal authority and even boards are only empowered to act when they are holding a regular meeting. With these facts in mind and with the further knowledge that the members are usually busy men, who can spare but little time from their business or professional occupation, it should be clear that a waste of time in a meeting is most reprehensible. The quibbler, the debater and the man who uses obstructive tactics is a nuisance and a detriment to the schools and to the board.

Just here the presiding officer must display tact, firmness and judgment in expediting business with a minimum of useless argument, unpermissible digression and dilatory delay. The best test of a president is his ability to allow for wise consideration and thoro discussion of all matters without waste of time.

JANITOR AND PRINCIPAL.

Clashes between janitors and principals arise from misunderstandings that have their origin outside the schoolhouse and, in nine out of ten cases, may be traced to the office of the board of education. Invariably they are due to failure to carry out the principle that the head of the school in all matters affecting the physical as well as the educational welfare of the pupils and teachers is the principal.

Two recent cases are in point: In a New England town the janitor nailed down classroom windows lest they be opened for five minutes daily during a calisthenics class and thus interfere with the mechanical system of ventilation. In a Pennsylvania city, a janitor caused the resignation of several teachers because of his abuse and profanity. In one instance the man had the express support of the school board; in

the other he has not even been reprimanded at the date of writing. In the final analysis the school boards are to blame for both situations.

School janitors owe respect and obedience to the principals in all reasonable matters. The rules of school boards should recognize this and make plain that men who fail will be summarily discharged. In case of unfairness on the part of the principal, the right of appeal to the secretary of the board of education, and even to the board itself, should be reserved for the janitor.

There will very rarely be clashes between janitors and principals if the former understands that he is under the latter's authority and must keep his building clean, warm and well ventilated and must act the part of a respectful, respectable gentleman. On his part the principal must earn the respect of the janitor by carrying himself as befits his office, by his masterly poise and his considerate, reasonable requests and directions.

A SECRETARY OF EDUCATION?

Two problems in connection with the creation of the office of federal secretary of education seem to require clearing up. One at least involves elements of which the schools have rightly boasted.

Schoolmen may well ask whether it will be possible to have the secretary of education appointed to the president's cabinet without political considerations, and without the political obligations which the appointment of all other members of the cabinet expressly implies? Will it be desirable that the secretary of education be chosen primarily because he belongs to the political party of our chief magistrate? It is at present a principle of school administration that politics and other affiliations shall not interfere with the choice of school executives in the cities and in a majority of the state offices.

To follow the line of questioning, it may be asked whether a political secretary will follow the same methods of choice in appointing federal agents and supervisors in the several states? Will the influence of the local political organizations come into play, as it now does in the choice of district attorneys, postmasters, officials of the revenue office, etc.?

A membership in the president's cabinet involves a considerable annual outlay for participation in the social, official and diplomatic life of the capital and it is only a wealthy man who is able to maintain himself and his family as befits his office and the dignity of the nation. The salary of a cabinet officer is not sufficient to cover the necessary outlay. Will it be possible to find among the great educators men who have the means to comfortably hold the office? Will men of the right caliber be found to make the financial sacrifice which the portfolio involves? Will it be possible that the secretary of education be held up to ridicule, as was a recent secretary of state, when he openly used the lecture platform to cover the shortage in his income?

We need just now a little more free expression on the dangers and shortcomings of the proposed federal aid to education. It is in this spirit that the above is written and the article which appears on another page, is printed.

SCHOOL RECORDS.

Secret meetings of school boards are generally tabooed because experience has taught the members that it is the best policy to invite the people and the press, and to transact all business in the open. The schools belong to the people and are paid for by the people. Star chamber sessions breed popular distrust and draw on criticisms and comments that hit members individually as well as the board as a whole.

The policy of open meetings should be applied by school boards to their records and accounts. All transactions as they finally appear in the minutes, files and books of the school districts, should be open to reasonable inspection by citizens. The bids for building construction and for supply purchases, the salary lists, the final summaries of the financial transactions, should be subject to review. Similarly, the educational records should be kept so that they are accessible. Just here it must be said that the personal records of children and teachers cannot in justice be opened, if such act will injure an individual. Just as a question of discipline or conduct is necessarily confidential for the protection of the individual, so the records of such cases, and even the ratings of teachers, should be kept as secret as possible. School records are not court records.

CRITICS AND SCHOOL OFFICIALS.

Criticism falls to the lot of every public official from president to town marshal. A cat may look at the king and in a democracy the expression of approval or disapproval is a jealously guarded right of the citizen and the taxpayer.

Just recently a justice in one of the New York City courts reaffirmed the sovereign right of the people to express themselves on their officials. He said:

"The people are not obliged to speak of the conduct of their officials in whispers or with bated breath, in a free government, but only in a despotism. On the contrary, they have a right to speak out in open discussion and criticism thereof, the only test being that they make no false statement; and this is the great safeguard of free government. It is fundamental among us. * * *

"The value and force of a representative government would be most seriously impaired if its officials, who are merely the servants of the people, may not freely be criticised concerning their official acts, by those who indirectly employ them. The blessings of a democratic government can never be fully realized unless a vigilant, alert and intelligent electorate feels it to be a duty of citizenship to inquire into the character and fitness of candidates for public office. Wide publicity of the official acts of candidates for re-election is peculiarly desirable. The voters should be in a position to determine whether the official conduct of their representatives indicates good judgment and faithful service, or subserviency to private interests or self-seeking personal advantage. The law should encourage such criticisms, and do naught tending to put a restraint thereon."

The school board members and the superintendent are types of public officials who are more than ordinarily sensitive to comment and fault-finding. They react to kind words but very little less rapidly than to adverse comment. Superintendents here display some curious kinds of professional egotism in condemning lay comment on matters which are of public concern, but which they consider beyond the judgment of any but expert educators.

While unnecessary and destructive criticism is to be condemned at all times, it must be said that every comment on school affairs deserves to be judged for its intrinsic value and to be acted upon if it offers a consistent and worth-while benefit for the schools. Open-mindedness and clear-cut policies of administration are essential in defining the school board members and the superintendent's attitude toward critics and their unsought offerings.

The longer a man is a member of the school board, the more he knows about the job and the less he thinks he knows.



AMONG BOARDS OF EDUCATION.

The Court of Appeals of New York has recently rendered an opinion giving the city commissioner of accounts the legal right to audit the books of the board of education. The decision marks the end of a long struggle on the part of Mayor Hylan to get at the board of education accounts which have been under the control of Supt. W. L. Ettinger and Auditor Henry R. M. Cook. The board of education officials hold that the administration has all along been able to check up the expenditures of the board as every voucher has passed thru the hands of the comptroller and could not be paid without his sanction.

Indictments were returned in December against several prominent men at Buhl, Minn., in connection with alleged irregularities in school affairs. Seven men are involved in charges alleging padding of expense accounts.

The New York City board of education has prepared a tentative pledge binding school pupils to oppose revolutionary propaganda. The pledge asks the children to give a demonstration of patriotism and to uphold the ideals of the government.

Supt. John P. Garber of Philadelphia has approved the idea of a pledge of loyalty for pupils in the schools as a condition to graduation. The matter received attention following the announcement that such a pledge had been prepared for adoption in New York City.

Chicago, Ill. The superintendent of the repair department has recently complained to the board on the number of broken windows. It has been ordered that the teachers exercise their discretion in remedying the condition.

Washington, D. C. The board has ruled that collections may not be taken in the schools, except for purely patriotic purposes. The rule became necessary because of the increasing number of requests for money.

Holyoke, Mass. A citizen and former policeman of the city recently offered his services to the schools as an instructor in a course of teaching law and order. The offer was made with a view to eliminating lawlessness and acts of vandalism on the part of minors, which it was shown were due to lack of instruction and lack of regard for the law and constituted order.

Providence, R. I. The school department, on March first, will move into its new quarters on the third floor of the fire station. The new location makes possible the concentration of all the school departments and provides three times the space available in the old structure.

Haverhill, Mass. The board has granted increases of ten per cent to the janitors.

The Philadelphia League of Women Citizens, in a recent resolution, has advocated the election of women as members of the local board of education. The League is composed of members of the local branch of the Woman Suffrage party of the state which has recently reorganized under the new name.

The election of county school trustees by the people, the appointment of a woman representative, and the organization of an advisory board in each school were recently urged as progress measures in Campbell County, Va., in an address delivered by A. F. Thomas before the county teachers. The speaker urged that the number of trustees be reduced to three for each county, that selections be made elective and that the electoral board be abolished.

Pasadena, Cal. The school board has designated the Jefferson School as a class two school, giving it a higher rating on the janitorial scale and affording the janitor an increase of \$5 per month. The change was due to the use of the basement for additional classes and to the consequent increase in janitorial work.

The recent action of the school officials and the board of education of Peoria, Ill., in suspending a group of high school students, members of the American Legion, for alleged participation in a

strike on Armistice Day has been referred to the Legion for investigation. The students charge the school officials with improper conduct and point to the fact that they were given permission to absent themselves and to participate in a street ceremony of the Legion.

The board in meeting out punishment, pointed out that its purpose was to impress upon the students the fact that law and order are necessary to the conduct of any successful organization, and that students in attendance at the high school must conduct themselves according to the rules and regulations prescribed. It was intimated that in view of the spirit shown by the boys, the time of suspension might be reduced.

Seattle, Wash. The board has opened a separate office for the auditing department to be known as the comptroller's office. The secretary's office which was formerly a part of the auditing department is to be in direct charge of the purchasing and recording of textbooks and supplies used in the schools. The separation of the two departments was made necessary because of the growth of the school system and the increased work of the school offices.

Bristol, Va., has recently purchased an automobile for the use of the truant officer. The car is maintained by the school board and the Mothers' Association of the schools.

The Bureau of Education, in a recent study of the number of pupils per teacher in the large city schools, finds that the number in each instance varies widely. In a study of fifty cities over 100,000 population, it is shown that classes range from 26 in Rochester, N. Y., to 49 in Nashville, Tenn. Statistics for these cities, which include high schools and vocational schools, as well as regular elementary schools, are given below:

Number of children per teacher in the public schools of cities of 100,000 population and over, 1917-18.

Cities.	Number of teachers.	Enrollment of pupils, 1917-18.	Average number pupils per teacher.	Average daily attendance, 1917-18.	Average number pupils per teacher.
1. Birmingham, Ala.	722	30,946	43	21,302	30
2. Los Angeles, Calif.	3,254	90,689	28	65,672	20
3. Oakland, Calif.	995	34,683	35	26,466	27
4. San Francisco, Calif.	1,539	61,244	40	46,384	30
5. Denver, Colo.	1,093	41,473	38	30,651	28
6. Bridgeport, Conn.	593	22,881	39	19,344	33
7. New Haven, Conn.	805	29,611	37	24,856	31
Westville district	39	1,296	33	1,128	30
8. Washington, D. C.	1,855	61,536	33	47,838	26
9. Atlanta, Ga.	744	26,605	36	25,513	34
10. Chicago, Ill.	7,896	368,225	47	318,118	40
11. Indianapolis, Ind.	1,290	43,032	33	33,900	26
12. Louisville, Ky.	857	32,398	38	23,825	28
13. New Orleans, La.	1,301	47,791	37	36,117	28
14. Baltimore, Md.	2,414	81,631	34	59,552	25
15. Boston, Mass.	3,234	132,848	41	102,464	32
16. Cambridge, Mass.	502	15,359	31	13,652	27
17. Fall River, Mass.	585	17,055	29	13,827	24
18. Lowell, Mass.	359	13,395	37	11,066	31
19. Worcester, Mass.	835	27,638	33	22,745	27
20. Detroit, Mich.	2,864	117,812	41	84,922	30
21. Grand Rapids, Mich.	744	19,572	26	15,682	21
22. Minneapolis, Minn.	1,635	58,433	36	48,445	30
23. St. Paul, Minn.	981	30,979	32	25,515	26
24. Kansas City, Mo.	1,401	49,770	36	37,126	27
25. St. Louis, Mo.	2,414	105,614	44	81,128	34
26. Omaha, Nebr.	965	30,506	32	24,933	26
27. Jersey City, N. J.	974	42,454	44	33,736	35
28. Newark, N. J.	1,943	75,222	39	56,997	29
29. Paterson, N. J.	620	22,884	37	18,676	30
30. Albany, N. Y.	416	12,878	31	10,152	24
31. Buffalo, N. Y.	2,266	68,631	30	50,658	22
32. New York, N. Y.	24,359	909,445	37	703,807	29
33. Rochester, N. Y.	1,398	36,993	26	28,755	21
34. Syracuse, N. Y.	637	23,809	37	19,545	31
35. Cincinnati, Ohio	1,638	53,716	33	41,352	25
36. Cleveland, Ohio	4,152	112,319	27	94,167	23
37. Columbus, Ohio	1,000	31,093	31	26,547	27
38. Dayton, Ohio	597	21,443	36	17,654	30
39. Toledo, Ohio	966	33,596	35	27,495	29
40. Portland, Oreg.	1,105	40,237	36	29,340	27
41. Philadelphia, Pa.	6,207	262,691	42	192,195	31
42. Pittsburgh, Pa.	2,374	89,830	38	68,861	29
43. Scranton, Pa.	670	24,984	37	19,897	30
44. Providence, R. I.	1,075	38,067	35	29,536	27
45. Memphis, Tenn.	661	21,219	32	14,865	22
46. Nashville, Tenn.	362	17,859	49	13,389	37
47. Richmond, Va.	905	26,243	29	20,230	22
48. Seattle, Wash.	1,267	44,430	35	33,905	27
49. Spokane, Wash.	542	19,906	37	15,149	28
50. Milwaukee, Wis.	1,356	61,194	45	48,339	36

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Salute to the Flag

"I pledge allegiance to my flag and to the republic for which it stands, one nation indivisible, with liberty and justice for all."

Never before has there been so great a need for national unity in calm, sane, unswerving loyalty. It is time to awaken our adopted brothers from other lands to a consciousness of that unity, to a realization of the responsibilities of their American citizenship! Evoke that realization through MUSIC,—the one common ground of understanding of all peoples.

These new citizens come richly endowed with a love of their native music and dances. USE that love to attune them to their new life. THROUGH it, by comparison and analogy, bring them to an appreciation of American ideals as expressed in our music of national sentiment and patriotic appeal, and thus pave the way for an understanding and love of and pride in all things American. Reach their children, the citizens of to-morrow, while in school through the VICTROLA.

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Washington's Birthday

with the Victrola

PUBLIC SCHOOL, No. 6

Program

From an Indian Lodge (Band)	17035
Swing Low, Sweet Chariot	17890
Steal Away (Negro Spirituals)	
Declaration of Independence	35291
Minuet—Don Juan	17087
<i>Danced in Colonial costumes</i>	
Story of "Hail Columbia"	
Hail Columbia (President's March)	16137
Recitation: "The American Flag" (Drake)	35629
America the Beautiful (Band)	
Speed the Republic (Band)	18627
<i>Sung by the audience</i>	
Washington's Farewell Address	17371
Virginia Reel (Folk Dance)	18552
National Emblem March (Band)	17957

During the National Week of Song, link the "Community Sings" in school and home with the many splendid songs of patriotism listed in the Victor Record Catalog.



For further information, see any Victor dealer, or write to

Educational Department

Victor Talking Machine Co.

Camden, N. J.

Lincoln's Birthday

with the Victrola

ASHLAND SCHOOL

Program

Patriotic Medley March (Band)	35657
My Old Kentucky Home (Band)	18145
Battle Hymn of the Republic (Band) <i>Sung by the audience</i>	
Recitation: "Lincoln the Great Commoner"	18200
I Want to be Ready	
Get on Board (Negro Spirituals)	18446
Arkansas Traveller (Folk Dance)	18331
Darling Nellie Gray	64729
Battle Cry of Freedom (Revised Version)	17582
"Gettysburg Address"	
Old Dan Tucker (Folk Dance)	18490
Lincoln Centennial March (Band)	16299



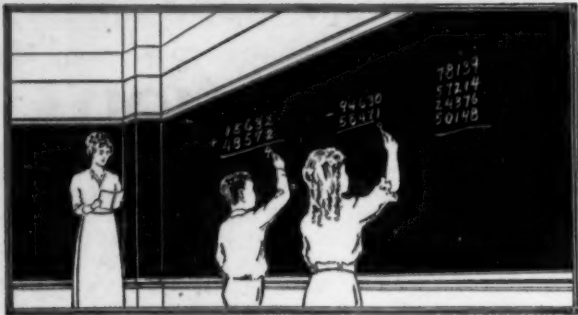
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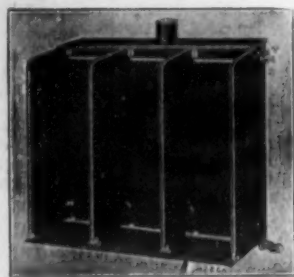
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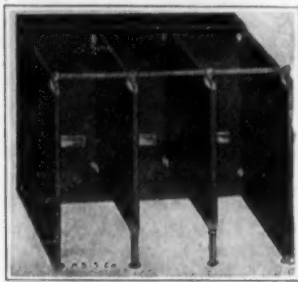
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NATURAL SLATE BLACKBOARDS

from our quarries represent the acme of economy and educational efficiency. They require no upkeep, while artificial boards must be resurfaced, repaired and replaced regularly. In comparison, the word "economy" is defined in its truest sense. Slate being non-porous does not absorb anything, so cannot disintegrate. It is finished with a beautiful, velvet smooth surface that does not become gray with age or use; that makes writing a pleasure and reading a relief to the eyes of the students and teachers. That is why our Natural Slate Blackboards combine the utmost efficiency with the utmost of economy.

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FOR BUSY SUPERINTENDENTS

Changes Asked in Washington Schools.

A reorganization of the public-school system of Washington, D. C., providing for substantial salary increases and for sweeping changes affecting school officials, have been requested in a recent communication of the board to the joint congressional committee on reclassification of salaries.

It has been recommended that the school system be divided into fifty groups, with supervising and grade principals eliminated and a principal appointed for each group. The establishment of a minimum salary of \$1,500 and a maximum of \$3,500 for teachers is also requested. Salaries of officials would range from \$4,000 to \$10,000.

Among the changes requested are the following:

Increase the number of assistant superintendents from two to six.

Changing of the name of the Normal School to Normal College, and changing the principal to president, with salary of \$5,000 a year.

Abolition of heads of departments for high school with the provision that the duties of these officers be performed by the head teacher in each subject in the different high schools.

Head teachers in normal schools to be called professors, with a salary of \$3,500 a year, with fessors, with a salary of \$3,500 a year, with longevity pay of \$100 a year extra for five years.

Establishment of fifty groups, with principal in each, at a salary of \$4,000 yearly. Each group principal will supervise two or three schools and be under the immediate direction of an assistant superintendent.

Salaries for teachers should be revised as follows:

High school teachers in group B, who start with a salary of \$1,900 a year, maximum \$2,200, should start at \$2,500, with a \$3,500 maximum.

High school teachers in group A, who start with \$1,060, maximum of \$1,860, should start at \$2,000, with a \$2,500 maximum.

Teachers in class 5, who begin at \$1,000, maximum \$1,400, should start at \$1,500, with a maximum of \$2,000.

In all other groups and classes it is asked that the beginning salaries be \$1,500 a year, with a maximum of \$2,000.

Salary of superintendent, \$10,000.

Salaries of two assistant superintendents, \$6,500. Salary of one assistant superintendent, \$6,000, and salary of three other assistants, \$5,000.

It is asked that directors of special departments be given a salary of \$4,500 yearly.

Principal of Americanization School should receive \$4,500.

Community secretary should receive \$4,500.

"It is recommended a force of substitute teachers be kept on the payroll constantly.

The Board of Education also seeks the right to restore tests for teachers.

"It is our deep conviction that every effort should be made to prevent the reappointment to the permanent force of teachers not fitted for the work," says the brief. "We propose the establishment of rigid tests in this probationary period.

"We likewise propose the testing of teachers from one group to another so that we may rapidly eliminate from the school system or transfer to other duties those who are not rendering valuable service where they have been placed."

The board is of the opinion that the attendance and child labor department should be combined and the force enlarged to perform the work contemplated by the law which now has to be neglected for lack of room.

Night schools and summer schools are considered of especial importance, the brief says,

and the present salaries are "ludicrously inadequate." Night schools should be open twelve months, it is urged, and it is asked that the statute against hiring the high paid employees of the Government for night work should be removed.

It is asked that librarians be paid \$1,500 a year, with a maximum of \$2,000.

"Every department of school work is crippled by lack of clerical force," the brief says. "The efficiency of high-grade administrators is limited by their being compelled to do the work of clerks. We shall ask Congress for the exact number of additional clerks needed, which will be about four times our present force."

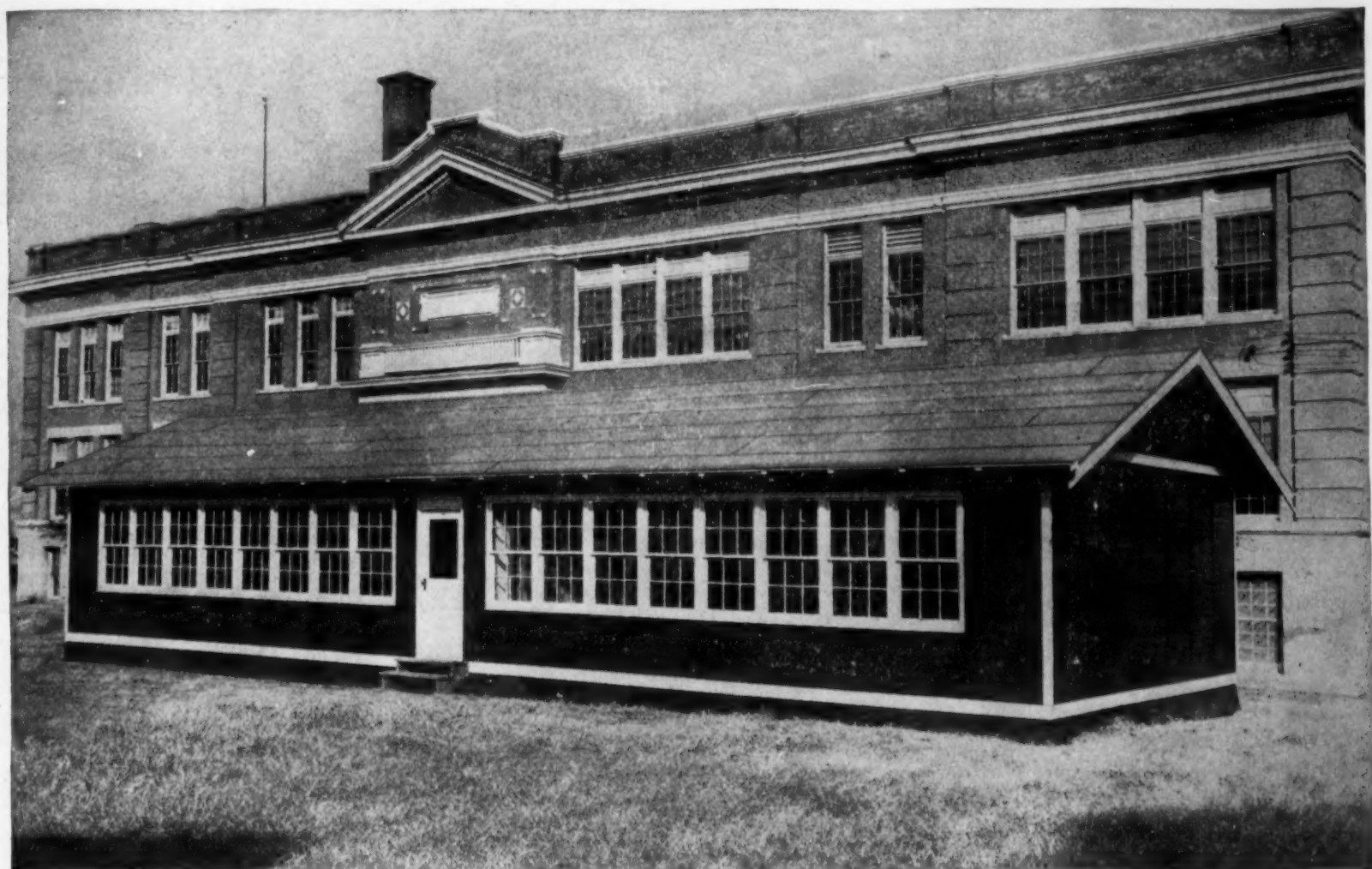
SUPERINTENDENT OF SCHOOLS GIVES HIS UNION VIEWS.

Supt. Alfred Roncovieri of San Francisco, Calif., in justification of the stand that the board of education has taken against teachers affiliating with labor unions, prepared a statement which, in part, follows: "Employers and the general public are being gradually educated to understand the just aspirations of the labor movement, but in the adjustment of industrial difficulties and for the improvement of its conditions, labor is at times compelled to resort to the strike, walkout or boycott and to insist upon the closed shop. These are labor's chief weapons.

"Weapons that may properly be used in industrial disputes involving mere material things cannot be tolerated when the characters and souls of children are in the balance.

"Thru the intimate knowledge of the union movement that I have acquired thru my membership in the Musicians' Union for 34 years, I am sure that the sober second thought of all right-thinking men in and out of unions will convince them that the use of these weapons in the schools would be fatal to the interests of the children.

"The children of all, rich and poor, employer and employe of all classes, creeds and conditions are entitled to the best that there is in the teacher, unaffected by partiality and partisanship.



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“Circle A” Schools in interchangeable units—factory built complete to the last detail—are ready at conveniently located plants for immediate shipment to any part of the country. They meet, with complete satisfaction, either the permanent or temporary needs of both city communities and rural districts. They are perfect in every detail of construction—floors, walls, ceilings, roof sections, blackboards, insulation and ventilation; they provide maximum light, they stoutly resist cold and heat. And—“Circle A” Schools have a salvage value of 100%; they are dismantled, without damage; the units can be shifted to another site after a lapse of months or years and used again for schools, for recreation centers, for churches.

“Circle A” construction is as easy in winter as it is in summer. There is no painting to be done, no hardware to be attached, no nailing required; the sections are simply fitted together and bolted. There is then no reason for you to worry any longer about the school-building shortage in your community. “Circle A” solves the problem promptly, efficiently and economically. For further information write or wire our nearest office—Chicago, Monroe Bldg.; New York, Postal Telegraph Bldg.; Fort Worth. If you so desire, a representative will call at your office to present the story of “Circle A” Schools in full detail.

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The "Empire" Movable *and* Adjustable Chair Desk

Permits a Flexibility of Arrangement Almost Unlimited

Adjustments are strong but very simple in construction, easy to operate, nothing to get out of order—no wrench needed.

Adaptability to a great variety of class uses makes its installation essential to efficient and progressive teaching.



In the "EMPIRE" Chair Desk the books are conveniently kept in the drawer which pulls out easily to the right.



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The desk-top lifts up as shown in the illustration, permitting egress or a natural standing position.



With the desk-top removed the "EMPIRE" Chair Desk can be used as an auditorium chair and closely grouped.



The above illustration shows the desk-top removed from the sockets and indicates the range of adjustment for height.

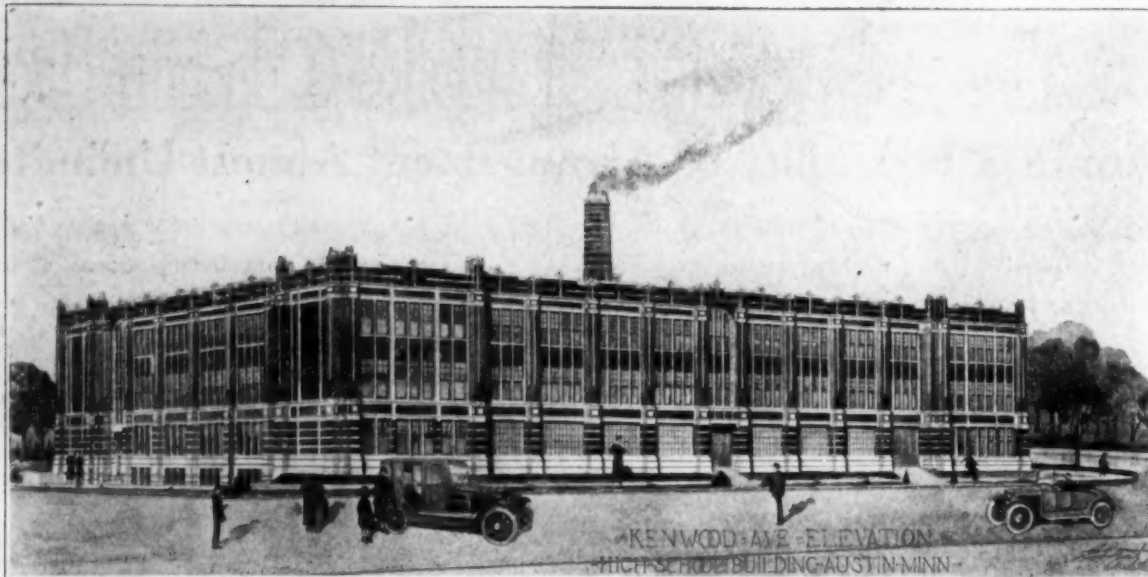
The "Empire" Chair Desk is made in six sizes to fit various grades and has five adjustments so that each pupil may be individually fitted.

The "Empire" Chair Desk will be on exhibition at the N. E. A. Convention at Cleveland. School officials are cordially invited to inspect it.

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New High School, Austin, Minn.



Under course of construction, total cost about \$750,000. G. L. Lockhart, Archt., St. Paul, Minn.

An example of recent large high school development in the Middle West. Completely equipped with Standard Electric Time System.

Be sure to see our exhibit at the N. E. A. Convention in the Boliver-Ninth Building, Cleveland, Ohio. February 23 to 27.

This will be a complete working exhibit of a Standard Electric Time System suitable for school use. We trust you will call at our space and seek any information desired, whether it be in the nature of prospective equipment for schools or an engineering or service problem.

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BUSY SUPERINTENDENTS.

Efficiency tests in the regular school subjects were recently conducted at Rockford, Ill. The results of the tests were tabulated and sent to the Bureau of Research at the University of Illinois for use in connection with the preparation of a set of tests to be used in the schools of the state.

Supt. P. A. Mortenson, of Chicago, in commenting recently on changes in the schools during the past 23 years, declares that the most important and significant changes are in the direction of greater democracy among the teachers; better relations between teachers and pupils; a better spirit of cooperation between teachers and principals, and a recognition by the administrative department of the value of experiences of teachers and principals and of their counsel in matters relating to the pupils and the development of courses of study.

For the new year, Supt. Mortenson has adopted a program calling for the adoption of fifteen constructive measures in school administration.

State Supt. L. N. Hines of Indiana has appointed a committee to undertake a survey of the rural schools of the state. The committee is headed by Mr. B. F. Burris, assistant state superintendent and includes two other members, Mr. W. W. Black of Indiana University, and Mr. A. F. Huston, superintendent of Howard County.

The schools of Bexar County, Tex., have such high tax valuations that sufficient revenue is produced to run the schools for an eight or nine-month term. There are only two schools in the county which run less than eight months and the other 47 schools have long terms. School taxes paid by the county property owners exceed by almost \$100,000 the amount received back in per capita allotments and turned over to the county for school purposes. The county at present receives only \$3,815 of the \$2,000,000 appropriated for state aid of rural schools in the less prosperous districts.

A model rural school has been established on the Kingsport Farms, Kingsport, Tenn., by the Kingsport Corporation. The building is completely equipped for the teaching of manual arts

and is provided with the latest in heating, sanitation and lighting. The school has been in operation two months and is in charge of Miss Irma Cooper.

The state of Georgia has recently passed a compulsory education law providing for the attendance of all children between the ages of 8 and 14 years who are not exempted or excused from school. Parents or guardians are liable to a fine of not more than ten dollars for the first violation of the law, and not to exceed twenty dollars for a second or third offense.

Supt. Wm. L. Ettinger of New York City in commenting on the fact that the New York Court of Appeals had upheld the right of the Commissioner of Accounts to examine the school books, points out that there are two conflicting statutes governing the board. Supt. Ettinger declares that there is a state school law and a city charter, and the only way the situation can be cleared up is by legislation. A law giving the board power to prepare its own budget within certain minimum and maximum limitations, and city's budget would be a step in the right direction. This would still place the expenditure within the hands of the board of estimate but it would relieve that body of the determination of the amount to be appropriated for educational purposes.

Fort Madison, Ia. A series of meetings were recently held in the school buildings as a means of obtaining real cooperation between the teachers, the members of the board and other school officials, and the parents of the children. The meetings also sought a closer bond of understanding between those interested in the schools. Topics pertinent to the meetings were taken up and informally discussed, while other features of interest were introduced.

Commissioner Calvin N. Kendall of New Jersey, in his annual report, points out that each school holiday costs the state \$140,000. He shows that it costs that amount daily to run the schools and he argues for a reduction in the number of holidays.

In the matter of election booths in schools,

Mr. Kendall urges that schools be kept in session on election days wherever schools are not required for polling booths and the business of counting ballots. In buildings large enough to afford space for election boards, and where there is still room for classes, he believes it best to have the classes remain in session.

At a recent session of the Philadelphia school board for the consideration of appropriations of the year, Mr. John Wanamaker protested the proposal to appropriate funds for the education of defective children. He recommended adequate education for the normal, healthy child before attention is given to the training of deaf, blind and tubercular children.

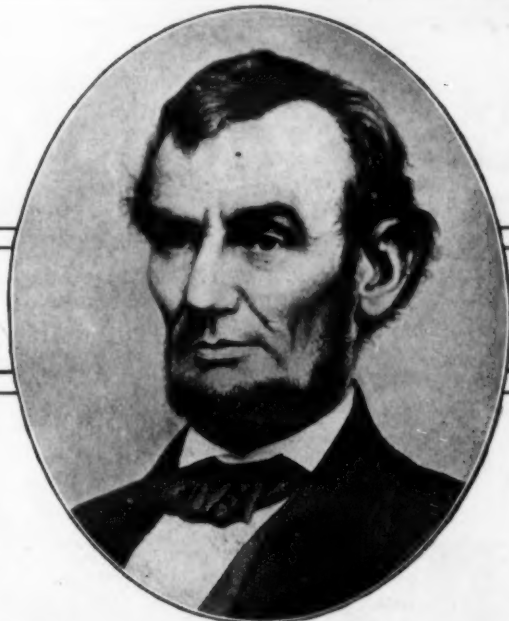
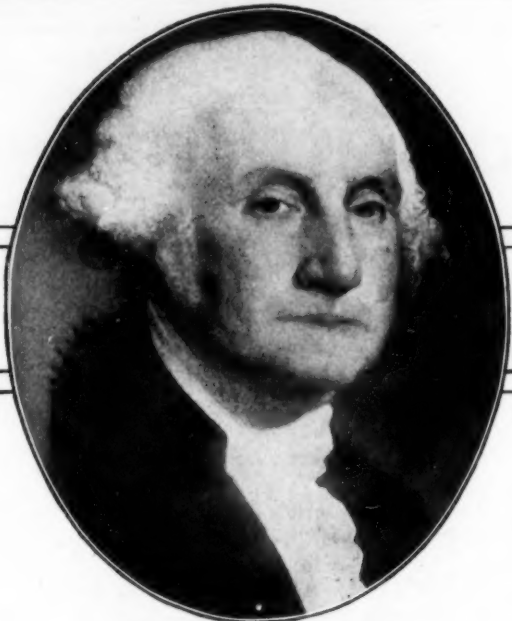
The Association of Colleges and Secondary Schools of the Southern States met December 3-5, at Louisville, Ky. The Southern Commission on Accredited Secondary Schools held its meeting at the same time and place. The Commission has raised its standards for accrediting to require all accredited schools to have a library of at least 500 volumes and to pay a minimum salary of \$900 a year to high school teachers. The Association of Colleges and Secondary Schools has appointed a second commission to accredit colleges.

The former association has elected Headmaster J. T. Wright of University School, Mobile, Ala., president and Dean E. A. Bechtel of Tulane University, New Orleans, La., secretary. The latter has elected as officers, Mr. L. L. Friend, Charleston, W. Va., president, and Harry Clark of the University of Tennessee, secretary.

Supt. R. C. Hall of Little Rock, Ark., recently issued his annual report of the public schools, showing an increase of 80 per cent in enrollment and 105 per cent in the number of teachers during the past ten years. The schools at present average about forty pupils to the teacher.

The Fullerton Union High School District, at Fullerton, Calif., is an organized school district containing eight villages connected with paved roads. Automobile busses carry the 350 students to and from school each day. The budget of the Fullerton schools includes an annual appropriation of \$10,000 for transportation.

(Continued on Page 66)



The Founder and the Preserver of our Nation

THE greatest lesson of the war for our boys and girls is the lesson of TRUE AMERICANISM. As never before, the meaning of the lives and principles of Washington and Lincoln should be instilled into our youth. Through music as in no other way, can these lessons be impressed. Let the Columbia Grafonola and Columbia Records fill your school program in memory of Washington and Lincoln with the spirit of TRUE AMERICANISM.

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5. The Message of Washington, Address by Pupil.
6. Columbia, the Gem of the Ocean, Song by the School.
7. Lincoln's Gettysburg Address, Harry E. Humphrey, A3044.
8. Medley of Patriotic Airs, Columbia Stellar Quartet, A2269.
9. The Message of Lincoln, Address by Pupil.
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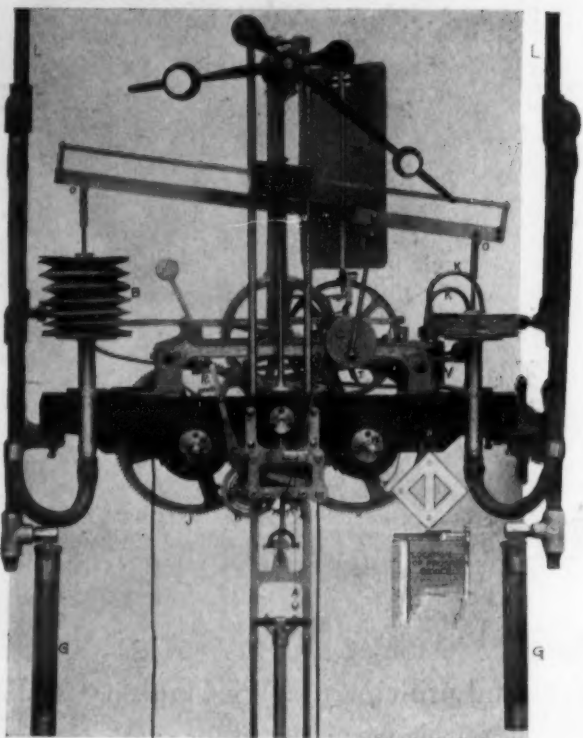
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Grade.....(A. J.-Feb.)

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Install a pneumatic system now.

TIME SYSTEMS COMPANY

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(Continued from Page 64)

The Northwest Central Minnesota Educational Association will hold its twelfth annual meeting, February 5th and 6th, at Moorhead, Minn. The general subject for the meeting will be Democracy in Education, with special emphasis on direct contributions of schools to the training for citizenship.

Attendance in the public schools of Paducah, Ky., according to Supt. Ralph Yakel, has been higher this year than at any previous time in the history of the schools. In December the enrollment was one hundred more than at the same time in previous years.

The Indiana Town and City Superintendents will hold their annual meeting February 5 and 6, 1920, at the Claypool Hotel, Indianapolis. The principal subjects for discussion will be the Junior High School and the health of school children. Dr. Charles H. Judd of Chicago University, and Supt. W. A. Wirt of Gary, Ind., will speak.

The administration of the Junior-Senior High School at Mankato, Minn., is at present being conducted by a Board of Control. The board is composed of a student council and a faculty council, the former being elected by the various school organizations and the latter comprising the faculty sponsors for the various societies. All regulations of student activities are handled thru this body and must be approved by both divisions before they become effective. All assemblies are handled by the student body who assume the responsibility for the program each week. Any movement which affects the entire school and in which all the students participate, is similarly handled by them. This was very clearly illustrated in the recent campaign for Christmas Seals where the high school students alone sold more than \$200 worth.

A plan for using the army mental tests in schools has recently been formulated by a committee of the National Research Council. The tests have been used for some time on individual children, but not on larger groups. It is now planned to employ them in handling large groups of children, even whole classrooms at one time.

Mr. R. M. Yerkes is chairman of the committee and the other members are Mr. M. E. Haggerty, Mr. L. M. Terman, Mr. E. L. Thorndike, and Mr. G. M. Whipple.

The tests on which these new group tests for children are based and which were used with striking success and advantage during the war, were originally devised by a group of psychologists under the auspices of the National Research Council. The tests are to be ready for use early in 1920.

State departments of education in twelve of the Eastern states have adopted a plan for the collection of educational statistics, which is intended to be a movement in the direction of uniformity in statistics. The plan provides for six definite features and shows how each of these is to function in its own sphere of action. It reads as follows:

1. The state department of education will be the only agency to which the federal government will apply for information regarding educational statistics.

2. Each state department is to collect and include in its reports statistical and other information in regard to educational institutions and activities, public and private, in the state, from kindergartens to universities and colleges, and including libraries, schools of music, art, etc., so that a history of all activities in the state may be obtained.

3. The statistics of each state are to be collected and compiled in such form and manner that they may be easily and correctly comparable with those of other states. All the states are to collect information on all items included in the blanks sent out by the Bureau of Education.

4. The state departments are to collect for the Bureau biennially, all statistics of all classes of educational systems and institutions in their respective states, making unnecessary the preparation by local school officers, of numerous reports, and insuring uniformity in statistics furnished to the federal and state offices.

5. The state departments are to furnish to

the Bureau biennially, for the even-numbered years, copies of statistical reports of—

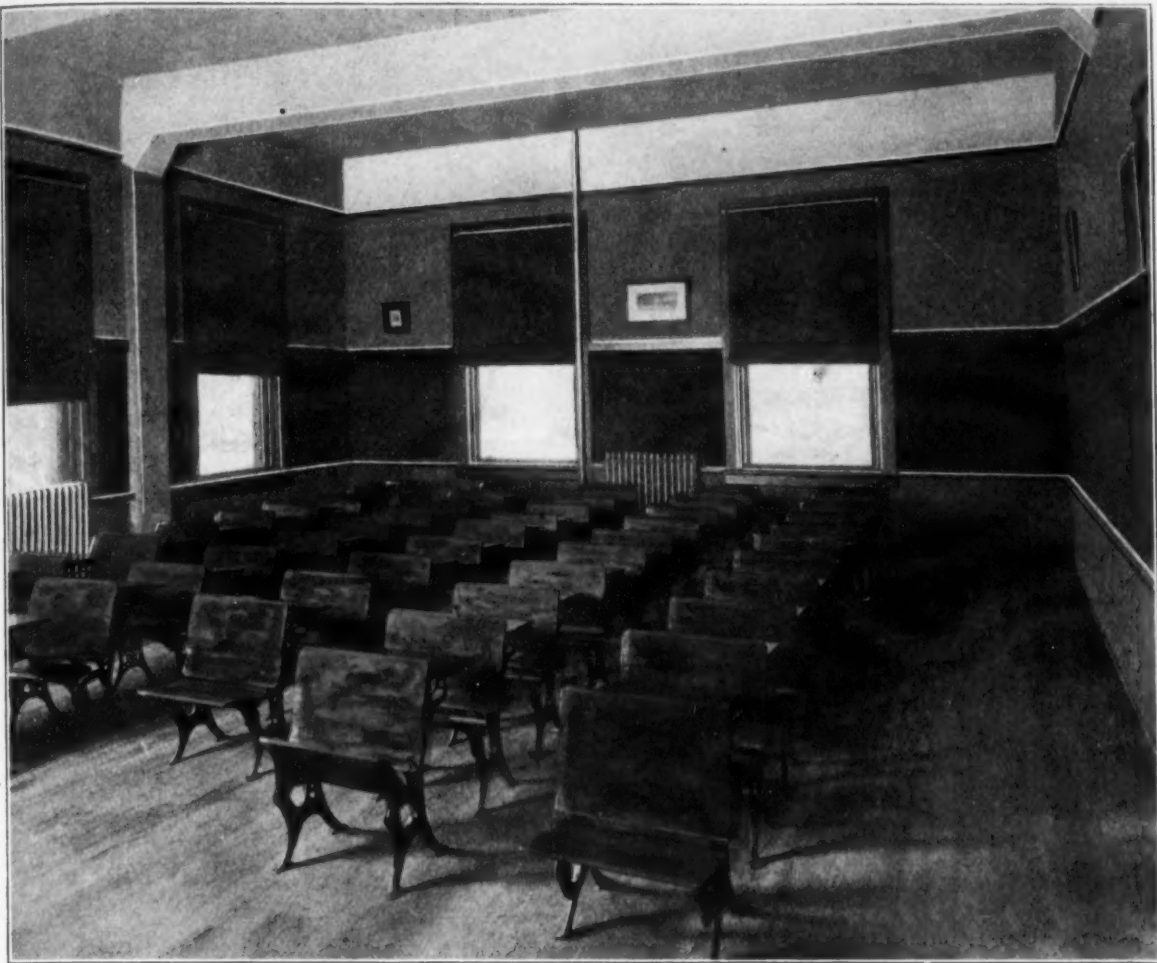
- (a) The state school system.
- (b) Each city and town having a population of 2,500 or over.
- (c) Each public high school.
- (d) Each private secondary school.
- (e) Each university, college, and professional school, public and private.
- (f) Each normal school, public and private.
- (g) Each commercial school.
- (h) Each summer school.
- (i) Each state industrial or reform school.
- (j) Each school for the blind, deaf and feeble-minded, public and private.
- (k) All other schools of whatever kind.

6. The Bureau of Education will furnish to the several state departments the necessary blanks for the collection of statistics.

The adoption of the plan and its general operation in all the states will provide for comparable statistics and will eliminate the annoyance of making numerous reports in different forms. The state department of education will come to be recognized, as it should be, as the head of the entire educational system in the state and not merely of the common-school system.

The county unit form of organization is being successfully used in the operation of the country schools of Cascade County, Mont. The plan of caring for the finances has led to much better business management in all third-class districts. County unit campaigns have also been launched in Dawson and Sheridan Counties, Montana, and a large number of the counties voted for the system before the expiration of the time limit set by law.

The latest innovation in Montana is the opening of part-time schools for children who work and who cannot continue their education until they pass thru the high school or are 18 years of age. The schools have been begun under a law passed by the last legislature which provides for the attendance of all children in first-class districts until the age of 18 unless they are excused from school to enter employment, or unless they have completed high school.



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E. E. EDWARDS, Assistant Superintendent

Fort Worth, Texas,
November 10, 1919.

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FORT WORTH, TEXAS.

Per E. E. Edwards
Asst. Supt.

What Our "Casmire Process"
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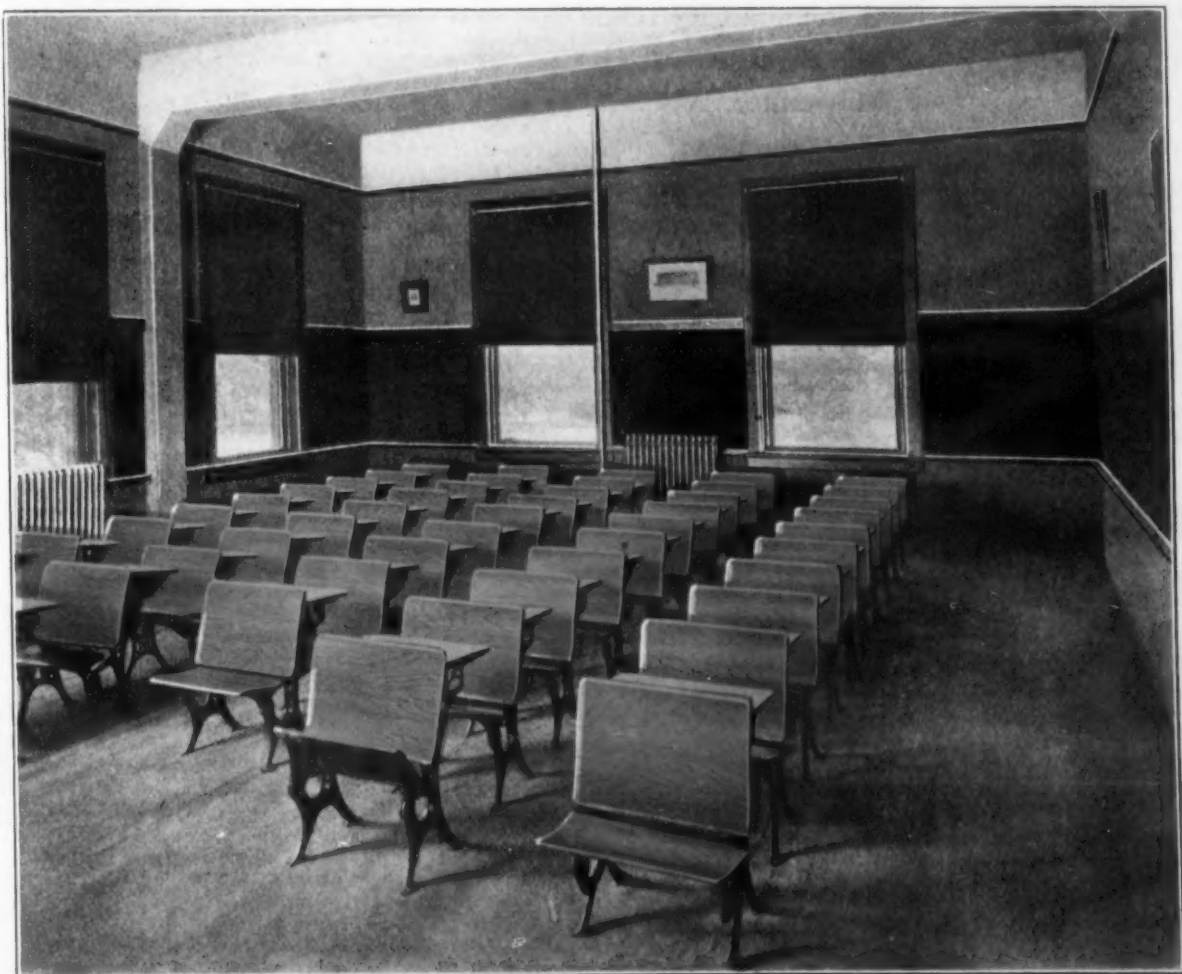
Basing our figures on the experience of over 500 Boards of Education it costs approximately 60 cents to 75 cents to clean and refinish a school desk by our "CASMIRE PROCESS"—making new desks out of old, at a saving of many dollars. *Be sure to get this in your budget for 1920.*

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Standard Equipment for Schools, Hospitals and Doctors' Offices.

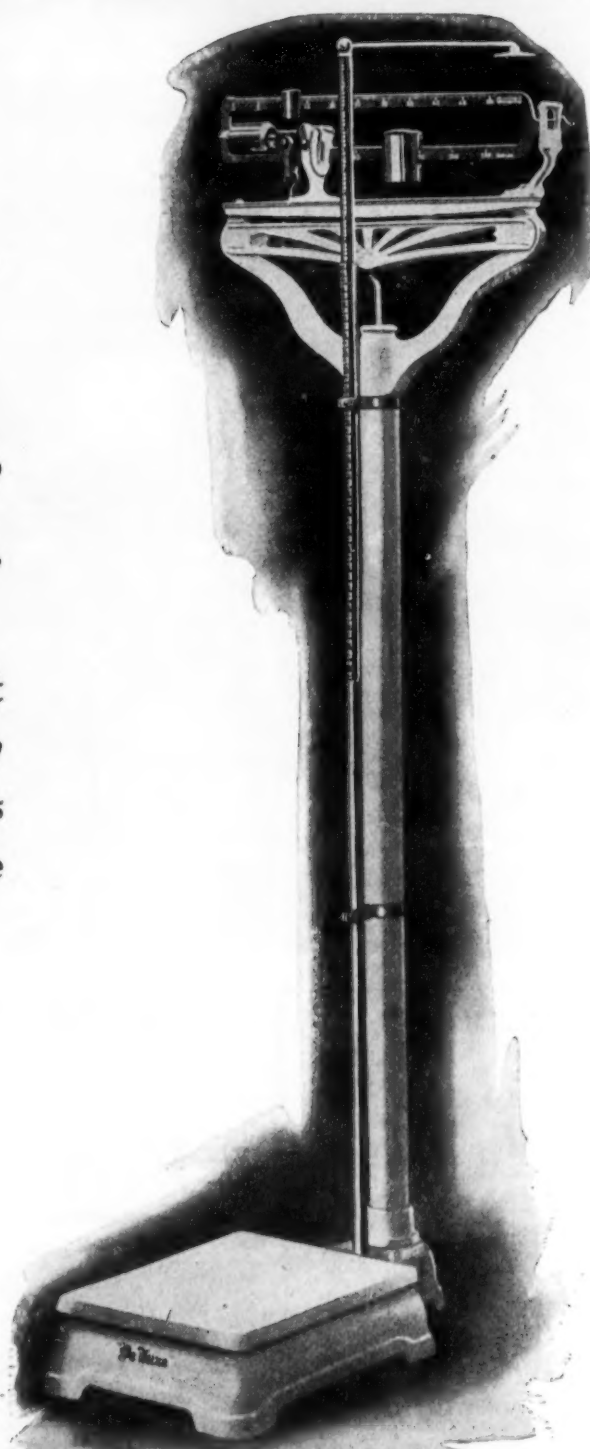
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PERSONAL NEWS of SUPERINTENDENTS

Dr. R. B. Teitrick, formerly division director of the Pennsylvania Department of Education at Harrisburg, has resigned to enter the insurance business in Cincinnati.

Mr. A. H. M. Curtis, formerly assistant superintendent of schools at Manchester, N. H., has resigned. Mr. Curtis is succeeded by Mr. F. A. Norris of North Troy, Vt.

Supt. Sidney Pickens of Batesville, Ark., has been appointed High School Visitor for the State Department of Education.

Mr. Lee R. Driver, formerly superintendent of schools of Randolph County, Ind., has been appointed director of the new State Bureau of Rural Education for Pennsylvania. Mr. Driver early associated himself with school work and has made teaching his life work. He was elected county superintendent in 1907 and held the position up to the time of his recent appointment.

Prof. David P. Barrows, of the University of California, has recently been elected president of that institution by the regents. Dr. Barrows succeeds B. I. Wheeler who resigned several months ago after a service of about twenty years. Prof. Barrows is a graduate of Pomona College, has a master's degree given by the University of California and has completed courses at Columbia University and the University of Chicago. From 1903 to 1909 he was director of education in the Philippine Islands.

Mr. Jesse F. Millspaugh, a well-known educator and at one time superintendent of schools of Salt Lake City, Utah, died at his home in Los Angeles, Calif. Mr. Millspaugh was superintendent of schools at Salt Lake from 1890 to 1899, and served as president of the Winona Normal School from 1899 to 1904. In 1904 he was made

president of the Los Angeles Normal School, and recently he had been acting as a member of the board of education of the state of California.

Mr. Henry W. Harrub, superintendent of schools of Taunton, Mass., from 1905 to 1919, died December 11th at his home after a long period of ill health. Mr. Harrub was a graduate of Phillips Academy, Andover, Mass., of the Waterville Classical School, Colby College and the Castine (Me.) Normal School. In 1890 he received from Colby the honorary degree of Master of Arts. He had been connected with the schools of Taunton for the past 29 years, fourteen years of which were spent as superintendent.

Mr. Nathaniel N. Love, superintendent of the northwest district of Bennington, Vt., has resigned to become professor of industrial education at Clemson College, South Carolina.

Supt. A. C. Stitt of Portland, Mich., has resigned after three years' service.

Miss Almira M. Winchester, for the past six years a specialist in kindergarten education in the U. S. Bureau of Education, and formerly an official of the International Kindergarten Union, died suddenly at Washington, D. C., on December 18th.

Miss Winchester entered the United States Government Service from New York, where she had been educational director of the National Kindergarten Association. Previous to that she had been director of kindergartens and head of the kindergarten training schools of Fort Worth, Tex. She was the author of numerous bulletins and reports on kindergarten education.

Mr. George Wilder, superintendent of schools at Casper, Wyo., has been elected president of the Wyoming Teachers' Association.

Miss Margaret T. Maguire, a teacher for the past 26 years in the schools of Philadelphia, has announced her candidacy for the position of associate superintendent. Under the rules of the board, the superintendent suggests the name of two candidates whom he considers best fitted, and from the two names, the committee selects the candidate most favorable in their opinion, and the selection must be further ratified by the board as a whole. The chances of Miss Maguire for appointment are in considerable doubt because

of the policy of the school authorities not to favor a woman candidate.

The teachers of Fort Wayne, Ind., on November 26th, unveiled a bas-relief of the late J. N. Study, in memory of his services as superintendent of schools. The bust was designed by Miss Catherine Ingels of Chicago and was provided with funds collected by volunteer contributions from teachers, pupils and friends of Mr. Study.

The Fort Wayne board of education has been asked to name the new high school after Mr. Study out of respect to his memory and in appreciation of his work as an educator.

Mr. Arthur G. Erickson, of the Michigan State Normal College, has been appointed superintendent of schools at Ypsilanti, Mich., to succeed Mr. W. B. Arbaugh. Mr. Arbaugh has recently become head of the Detroit-Wayne county educational system.

Dean E. A. Birge of the University of Wisconsin, at Madison, has withdrawn the condition under which he accepted the presidency in 1918 and has accepted the permanent appointment.

Dr. Theodore MacDowell, associate superintendent, Philadelphia, Pa., died early in November.

Mr. J. H. Pitts, clerk to the superintendent of schools of New York City, has been given an extended leave of absence until such time as he may retire. Mr. Pitts has been connected with the New York schools for the past forty years and has for the past seven months been unable to perform the duties of the office because of falling eyesight.

Supt. Wm. D. Fuller of Portland, Me., has been reelected and his salary raised to \$4,000 per year.

Mr. L. Thomas Hopkins of Marblehead, Mass., has been elected superintendent of schools at Amesbury.

Mr. Arthur D. Hall of Three Forks, Mont., died in that city on November 17th.

Supt. W. E. Baker of Telluride, Colo., in his recent automobile trip to the Milwaukee convention of the N. E. A., claims the highest record in miles for an automobile overland trip. Mr. Baker who was accompanied by his wife and son, made the trip in a Dodge car, the round trip covering a distance of 3,825 miles. Nearly 1,000 miles of the journey was made thru the Rocky Mountains.



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An overwhelming majority of school-architects regard Holophane as the standard system of illumination for schools—an essential for securing maximum efficiency and economy in lighting and for safeguarding the eyesight of school children and teachers.

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TEACHERS' SALARIES

New Schedule in Worcester, Mass.

Worcester, Mass. The board has adopted a salary schedule to include the teachers, clerks and other employes of the school system. The schedule provides for the following:

Superintendent of schools, \$6,000; assistant superintendents, \$4,600; business manager and clerk, \$4,600; principals in high schools, \$4,500 maximum; assistant principals, \$3,600 maximum; men teachers, \$3,250 maximum; women teachers, \$2,500 maximum; head clerk, \$1,300 maximum; clerks, \$1,200 maximum.

Principals in Elementary schools, two units, minimum \$1,700 and maximum \$1,825; three units, minimum \$1,750 and maximum \$1,900; four units, minimum \$1,800 and maximum \$2,000; five units, minimum \$1,850 and maximum \$2,100; six units, minimum \$1,900 and maximum \$2,200; seven units, minimum \$1,950 and maximum \$2,275; eight units, minimum \$2,000 and maximum \$2,375; nine units, minimum \$2,050 and maximum \$2,475; ten units, minimum \$2,100 and maximum \$2,575; eleven units, minimum \$2,150 and maximum \$2,650; twelve units, minimum \$2,200 and maximum \$2,750; thirteen units, minimum \$2,250 and maximum \$2,850; fourteen units, minimum \$2,300 and maximum \$2,950; fifteen units, minimum \$2,400 and maximum \$3,025; sixteen units, minimum \$2,500 and maximum \$3,125; seventeen units, minimum \$2,600 and maximum \$3,225; eighteen units, minimum \$2,700 and maximum \$3,325; nineteen units, minimum \$2,800 and maximum \$3,400; twenty units, minimum \$2,900 and maximum \$3,500.

Teachers in the elementary schools, from grade one to eight, and the preparatory school, will begin at \$1,000, and will be given increases of \$100

up to a maximum of \$1,600. Teachers in the kindergarten will begin at \$1,000, and will be given increases of \$100 up to a maximum of \$1,500. Cooking, sewing and drawing teachers in the grades will begin at \$1,150, and will be given increases of \$100 up to maximum of \$1,750. Manual training teachers in grades five and six, and music and physical training instructors will begin at \$1,000, and will be given increases of \$100 up to a maximum of \$1,600. Manual training teachers in grades seven to eight will begin at \$1,750, and will be given increases of \$125 up to a maximum of \$2,375. Grade substitutes will be given \$750 and high school substitutes \$1,000.

It is provided that every teacher and officer shall receive an increase of 25 per cent, and in addition, such an amount as may be required to bring the salaries to the new minimum of \$1,000.

Portsmouth, Va. The board has recommended that bonuses of \$200 be given to each white teacher and bonuses of \$100 to colored teachers who complete the school year in June.

TEACHERS' SALARIES.

Somerville, Mass. The board has adopted a recommendation of the finance committee providing that the salaries of teachers shall be increased \$400 a year, dating from December 29th.

Woonsocket, R. I. The board has given the teachers increases of \$100, beginning January first.

Birmingham, Ala. The board has granted increases of \$10 per month to the grammar school teachers.

Providence, R. I. New salaries recently granted to the school officials are as follows: Superintendent of Schools, \$5,500; First Assistant, \$4,000; Second Assistant, \$3,000; Third Assistant, \$2,500; Supervisor of Primary Schools, \$2,000; Supervisor of Special Schools, \$2,000; Director of Kindergartens, \$2,000; Secretary of the School Committee, \$4,100; Director of Vocational Guidance, \$2,900; Truant Officer, \$2,500.

Lowell, Mass. The city council has transferred more than \$59,000 from the general treasury to the school department appropriation which will permit of increases in salary for the teachers. Teachers receiving \$850 a year or upwards will receive increases of \$200; those receiving between \$850 and \$750 will receive increases of \$150; those between \$750 and \$650 will receive in-

creases of \$100. Those below \$650 will receive no increases until their salaries have been raised to the required level.

Rockland, Mass. The teachers have been given increases of \$100 in salary.

Marlboro, Mass. The teachers have been given increases of \$200 in salary.

Chicopee, Mass. Teachers who have taught five years or more will receive increases of \$300. Those who have taught four years will receive \$250, three years \$200, two years \$150, and one year \$100. Women teachers in the high school will receive \$1,600.

Chicago Heights, Ill. The school board of Dist. No. 170, Cook County, has raised the salaries of the teachers by an emergency bonus of \$15 per month. The bonus is effective for the remaining months of the school year and is given in addition to the \$50 bonus already voted for each teacher who teaches the full ten months. The board has also taken steps toward the preparation of a new salary schedule which will keep the efficient teachers in the system and attract superior teachers from outside.

The school board of Umatilla, Ore., has fixed the minimum salary for teachers at \$1,000. The salary of the principal of elementary schools has been raised from \$1,125 to \$1,500.

Quincy, Mass. The board has given increases of \$300 to each teacher receiving the maximum salary on January first; \$100 to elementary teachers with two years' normal training and \$200 for those who have had three years' training; \$100 to teachers whose maximum is \$850, plus \$100 per year for each year of service up to the maximum; \$300 a year to masters' assistants, and \$300 to high school assistants.

Newton, Mass. Increases of \$200 have been given the teachers.

The school board of Detroit, Mich., has asked the city council to approve the granting of \$50 bonuses to teachers and janitors. The present bonus is to be given in lieu of the former \$15 and \$25 bonuses and is to be effective beginning with January.

Houston, Tex. Supt. P. W. Horn has presented a tentative schedule of salaries for the next year. The schedule provides for a minimum of \$800 and a maximum of \$1,500 after eight years for grade teachers. High school teachers will begin at

(Continued from Page 73)



Guardene Soda and Acid Fire Extinguisher—required in many risks by insurance and other regulations. 24 ins. high.



Guardene Pump Tank. Capacity 5 gals. A powerful pump—will throw a stream 50 feet. Inside coated with asphaltum. Can be furnished with a non-freezing solution. 27 inches high.



Pyrene Fire Extinguisher—Effective on all kinds of fire, particularly gasoline and oil.

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The Pyrene Manufacturing Company offers a complete fire protection service. Besides the Pyrene and Guardene fire extinguishers, they are prepared to furnish pump tanks, chemical engines, waste cans and every other appliance for fire protection.

The lightness and simplicity of Pyrene Extinguishers recommend them for school use where a woman or young child may have to put out a fire. Pyrene extinguishers can be left in unheated buildings as they will not freeze.

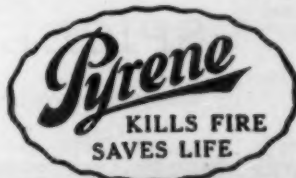
Guardene extinguishers have all the improvements of the soda and acid type. This extinguisher weighs 40 pounds and is highly effective on all fires except gasoline or oil.

Pyrene and Guardene Extinguishers can be purchased from hardware, automobile or school supply dealers everywhere

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Write for catalog of other fire appliances or our booklet—"Making Schools Safe From Fire", or we will be glad to send upon request a representative to look over your school buildings and consult with you upon their fire protection requirements.

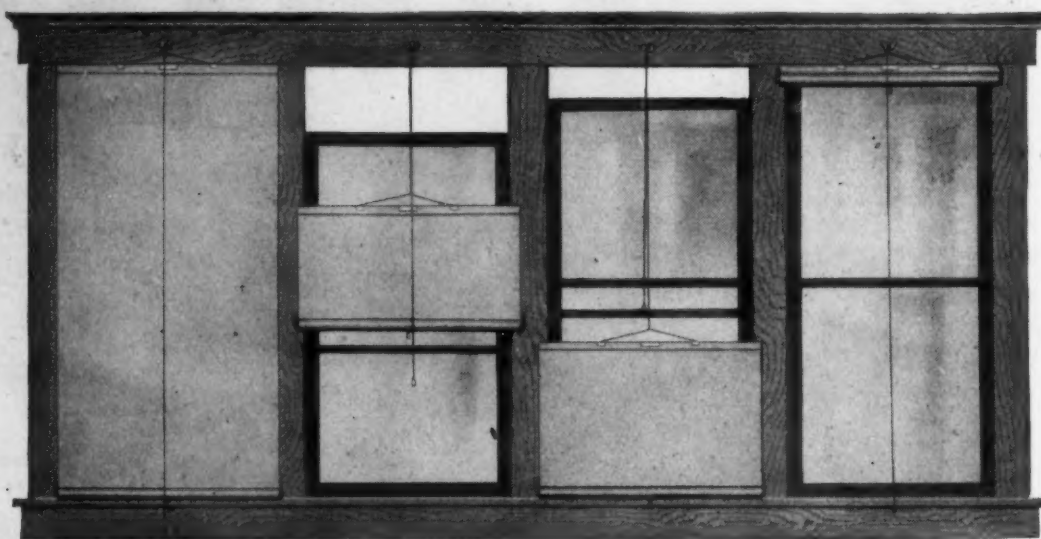


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Froebel School,
Gary, Ind.
State Capitol,
Jackson, Mich.
Board of Education
Oklahoma City, Okla.
Board of Education
Norfolk, Va.
City Schools
Richmond, Va.
Y. M. C. A. Building,
Anderson, Ind.
Navy Yards,
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Draper's Adjustable Window Shades have won their spurs because of their Quality, Durability and Adaptability,—three important points, which back up and insure Satisfactory Service.

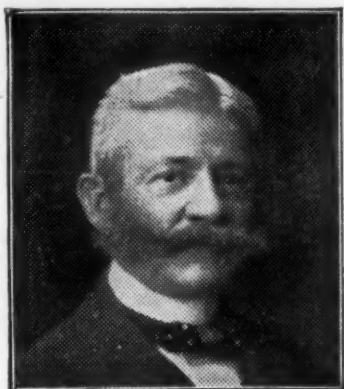
In schools where perfect *light* and *ventilation* are of vital importance Draper's Adjustable Window Shades prove their true worth. They protect the eyes of both teacher and pupils from injury, by shutting out the glaring rays of the sun, and at the same time let in a flood of soft daylight, insuring ideal studying conditions.

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HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President

SPRINGFIELD, MASS.

(Continued from Page 70)

\$1,100 and will advance to \$1,800 after eight years. Principals in elementary schools will begin at \$1,700 and will advance to \$2,500 after nine years. High School principals will receive \$2,500 to \$3,000 as may be determined by the board.

It is provided that grade teachers shall have two years of normal or college training above the high school, or two years of work as a supernumerary or in service outside the city. Two additional years of college or normal training will entitle the teacher to a second-year rating. High school teachers must have a college or university degree, with at least four years of training beyond the high school, and two years of outside experience, or service in the elementary grades of the city.

Department heads will receive \$300 in addition to the above salaries.

Cincinnati, O. The minimum salary of high school teachers has been fixed at \$1,200. The maximum salary for high school teachers has been fixed at \$2,800, that of heads of departments at \$3,000, that of assistant principals at \$3,500, and of principals at \$4,500.

Medford, Mass. Beginning January first, all teachers who had served three years or more received increases of \$300; those in the second year of service received \$200; those in the first year of service received \$100. All teachers will receive increases of \$100 until they reach the maximum salary of \$1,400 for the first six grades, \$1,500 for the junior high school, \$1,600 for women assistants in the senior high school, \$2,200 for men assistants.

Westbrook, Me. The salaries of the teachers have been raised twenty per cent.

Upton, Mass. Beginning January first, the salaries of teachers in Upton and West Upton were raised 25 per cent.

Webster, Mass. The teachers have received increases of \$90, to be effective for the remainder of the school year.

Muskegon, Mich. Teachers receiving between \$800 and \$1,000 have received increases of ten per cent. Those receiving more than \$1,000 received five per cent increases.

Alma, Mich. The board has fixed the minimum salary at \$1,100 per year.

Syracuse, N. Y. Teachers' salaries have been raised from \$100 to \$200. Janitors, custodians, and cleaning women have been given raises approximating \$200 each. Supt. P. M. Hughes has been given a raise of \$2,000.

Manchester, N. H. Under a new schedule, grade teachers are given a minimum of \$900 and a maximum of \$1,300. Men high school teachers are given a minimum of \$1,300 and a maximum of \$1,700, and women teachers a minimum of \$1,100 and a maximum of \$1,500.

Beloit, Wis. The board has raised the salaries of the teachers by \$20 a month. The increase became effective January first and affects only those who signed contracts previous to July 2.

New Britain, Conn. The board has given flat increases of \$300 to the teachers. The increases are to be effective until September, 1920, when a new schedule will go into effect.

Canton, Mass. Beginning January first, the minimum salary of the grade teachers was raised to \$1,000.

Oberlin, O. The board has granted increases of seventeen per cent in salary.

Pawtucket, R. I. The teachers have been given increases of \$200.

Milton, Mass. The board has given increases of \$200 to the teachers, the superintendent and clerk, and all principals, and a proportionate increase to assistant principals, special assistants and nurses.

Everett, Mass. Bonuses of \$50 have been given to the teachers, beginning with January first.

Melrose, Mass. The teachers have been given increases of \$400.

Woburn, Mass. The teachers have been given temporary increases of \$200 in salary, retroactive to December and effective thru January and February. Further increases of \$200 are to be given after that time.

Winchester, Mass. Increases of \$200 have been given.

Lynn, Mass. The board has adopted a new salary schedule which provides for the following salaries:

Elementary schools, first year, \$900; second year, \$1,000; third year, \$1,100; fourth year,

\$1,200; junior high, first year, \$1,100 up to a maximum of \$1,400 in the fourth year; senior high (women), \$1,300 the first year, increased by \$100 yearly up to \$1,600 the fourth year; men, \$1,800, first year, and \$100 yearly until the maximum of \$2,100 is reached.

Reading, Mass. The board has given increases of \$300 to the teachers. Special teachers and principals have been given increases of twenty per cent and janitors 25 per cent.

Revere, Mass. A sliding scale of salaries has been adopted by the board, providing for increases ranging from forty per cent down to ten per cent.

Chilcopee, Mass. Teachers who have taught five years or more have been given increases of \$300. Those who have taught less than five years have been given increases of \$100 the first year, \$150 the second year, \$200 the third year, and \$250 the fourth year.

Brookline, Mass. The board has adopted a salary schedule providing for a minimum of \$1,500 and a maximum of \$2,000 for elementary teachers in the upper grades; a minimum of \$1,400 and a maximum of \$1,900 for teachers in the first six grades; a minimum of \$2,500 and a maximum of \$3,500 for grammar school principals; a minimum of \$1,400 and a maximum of \$1,950 for primary school principals.

Stratford, Conn. Increases of \$230 have been given to the teachers.

Gloucester, Mass. Increases ranging from \$200 to \$300 per annum have been given the teachers.


Lexington, Ky. An increase in the school tax levy has been proposed to permit of increases of twenty per cent in salaries and an extended term of ten months. The proposed increase indicates a total increase of 36 per cent in five years, increases of 16.20 per cent having been made in four years.

Keene, N. H. Increases of \$200 have been given to teachers in the high school. First-year teachers have been raised from \$800 and \$850 to \$1,000.

Beverly, Mass. Increases of \$200 have been given the teachers. The present increases are in addition to the increases of \$150 given in September.

Cleveland, O. Teachers who have taught one

(Concluded on Page 75)


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Are not the lives of school children worth insuring against the perils of fire?

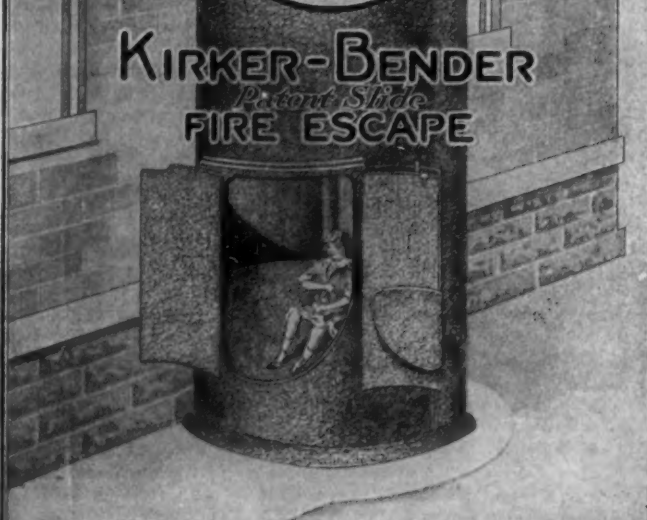

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Von Duprin Self-Releasing Fire Exit Latches

There will be present a representative of this company who will be glad to explain fully the new features that make Von Duprin even better than they have been in the past.

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(Concluded from Page 73)

year or more have been given increases of twenty per cent. Most of the increases are retroactive to September first. Teachers who have been in service less than one year receive approximately fifteen per cent increases.

Canton, O. The teachers have been given increases of \$10 per month.

Newark, N. J. The teachers have received increases of \$10, dating from October first.

Somerville, Mass. The teachers have been given increases of \$400. The increases date from December 29th.

Fall River, Mass. Flat increases of \$400 have been given, beginning with the new year.

The Massachusetts House has passed a bill providing for increases of \$384 for Boston teachers.

Amesbury, Mass. Under a new salary schedule, teachers receiving \$1,500 or less, will be given increases of 35 per cent and those receiving more, will be given a twenty per cent increase.

Taunton, Mass. The board has adopted a sliding scale of salaries, ranging from \$75 for teachers in the first year of service, to \$300 for those in their fourth year. The increases went into effect in January.

Bellows Falls, Vt. Increases of twenty per cent have been given to the teachers.

Portland, Me. The board has raised the salaries of teachers by \$300 to a maximum of \$900. Salaries over the maximum have been increased by \$100 to a maximum yet to be fixed.

Rockville, Conn. The salaries of the teachers have been increased \$200, dating from January first.

Winnetka, Ill. has fixed the minimum salary of teachers at \$1,200. Glencoe has a minimum salary of \$1,200 and Highland Park a minimum of \$1,350.

Grand Rapids, Mich. The board has raised the minimum salary of grade teachers from \$850 to \$1,000 per year.

Clinton, Mass. Increases of \$250 have been given to each of the sixty teachers of the school system.

Saugus, Mass. The teachers have been given increases ranging from \$200 to \$400.

Fitchburg, Mass. Increases of \$400 have been given the teachers, effective February first.

Rumford, Me. A new salary schedule has been adopted providing for a minimum of \$850 and a maximum of \$900.

Atchison, Kans. The board has increased the salary of the grade teachers \$10 per month. It is planned to set a minimum of \$1,000 for the next year. The superintendent's salary has been raised from \$3,000 to \$3,600 per year.

Rolla, Mo. Teachers' salaries have been raised twenty per cent this year.

Rockford, Ill. Additional revenue in the amount of \$133,000 has been voted, of which \$106,400 will be paid out in salary increases to teachers.

Nashville, Tenn. Supt. H. C. Weber has recommended that the period for reaching the maximum salary for teachers be reduced from nine to seven years, that the minimum salary shall begin at \$75 per month and increase by \$5 a month until the salary reaches \$100 per month. It is also suggested that a group known as the cadet teacher be created, this group to be composed of inexperienced help who undertake their first year's teaching under supervision, and who remain in this group until they have completed their apprenticeship and are recommended for teaching positions by the superintendent.

New Orleans, La. A movement has been begun to hasten action by the Supreme court in the matter of an increase in the school fund from 3½ to five mills. It is proposed to use 75 per cent of the fund for teachers' salary increases.

The East Tennessee Educational Association, at its recent meeting, adopted a resolution favoring an organization of state teachers which should secure more adequate compensation and longer school terms.

Worcester, Mass. The city council has approved a recommendation of the mayor that \$41,000 be transferred from corporation taxes to the school board salary account.

Saginaw, Mich. The board has adopted a salary schedule providing for an increase in the minimum from \$75 to \$85 and a bonus of \$100 for teachers receiving not more than \$1,800 per year. The board of estimates has been asked for an additional fund of \$16,000 for this purpose.

Dubuque, Ia. The board has given increases of \$50 to high school and grade teachers, princi-

pals and supervisors. The present increase which is in addition to that given in September, and in June, makes the increase from last year an even \$300. It provides a maximum of \$1,200 for teachers in grades one to six inclusive, \$1,230 for teachers in grades seven and eight, and \$1,280 for assistant principals.

Women teachers in the high school are raised to the new maximum of \$1,550.

Newton, Kans. The board has fixed the salaries of grade teachers at from \$80 to \$105; those in the junior high school at from \$85 to \$140, and those in the high school at from \$100 to \$175. Principals are included in each case.

It is provided that teachers shall receive full pay for the two weeks' vacation at Christmas time.

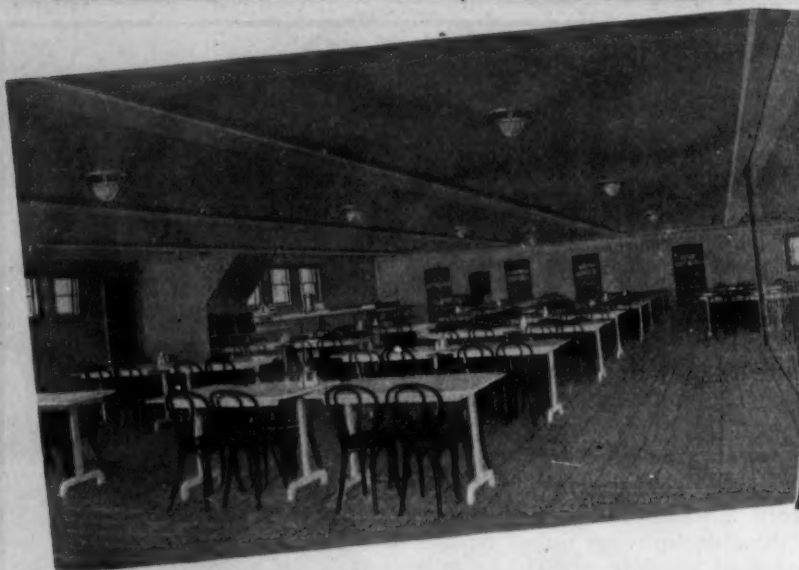
Beaver Dam, Wis. Two increases in salary have been given to the teachers since the year's contracts were signed last spring. A bonus of \$95 was given in June and a further increase of \$100 was provided in November. The superintendent's salary has been raised from \$1,900 to \$2,720.

A teachers' council has been organized, with nine members, elected from the different groups of teachers. The high school principal and the superintendent are ex-officio members. The superintendent is general chairman and a temporary chairman is appointed at each meeting.

Chicago, Ill. Approximately \$2,000,000 is to be made available for extra distribution in the form of salary increases.

The Boston school teachers are preparing to take their request for increased salaries before the legislature and a determined stand is expected. The teachers' council has united on two propositions, namely, a flat increase for every person in the teaching service, and a definite increase of \$600. The school board declares it is unable to carry out these provisions and points out that it has granted a salary schedule calling for more than a large majority of the teachers requested.

The taxpayers of St. Louis, Mo., at a recent election, voted to increase the school tax from 60 to 75 cents. The proceeds of the tax will be used to pay increases in salary.



Winter Emphasizes the Need of a School Lunch Room

The cold winter months make it necessary for many pupils to carry lunches. These lunches will naturally be cold. They are not inviting. They do not have the energizing effect on a child's mind that good, wholesome, hot lunches provide.

Why not give the children a chance this winter? Why not provide a lunch room where they can secure hot lunches? Or, if they must eat cold lunches, give them a place to eat where they can enjoy their food. Leading schools everywhere are adopting the school lunch room plan. In many cases, the food is prepared by the domestic science department. A nominal charge is made for the food and this, in many cases, defrays the expense of the department.

Sani-Onyx and Sani-Metal school lunch room equipment is the standard everywhere. Being made of fine grade cast iron heavily porcelain enameled, the table bases withstand the rough school usage for years. And the Sani-Onyx tops, with their raised edges, are not only thoroughly protected against breakage but also prevent dishes from slipping onto the floor. The entire table is white as china, easily cleaned and never requires tablecloths.

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HIGHLAND PARK TEACHERS' COUNCIL.

The teachers of Highland Park, Mich., have formed an organization to be known as the Highland Park Teachers' Council. The group is composed of representatives elected by, and from, the teaching staff, exclusive of administrative officers, in the ratio of one representative for each group of twenty teachers or one-fourth fraction. Each school has one representative, and special teachers, librarians and nurses are considered members of the electorate of the school to which they are assigned.

The council is composed of two groups, one of which holds office one semester only, and the second for one year. Thereafter, new members are elected during the first week of each semester and hold office for one year, until their successors are elected. Heads of departments are not considered representatives of the council.

The council elects by ballot a chairman, vice-chairman and a secretary who serve for one year, and whose duties are those usual in such offices.

Regular meetings are held on the first and third Thursdays of each month. A two-thirds majority constitutes a quorum, whose action on any question before the council is valid.

The council has for its aim the discussion and the introduction of recommendations concerning any problems affecting the welfare of the schools and the teaching staff.

The council receives and considers topics affecting the welfare of the schools. These topics may be presented, first, by the superintendent, or second, in the form of a signed statement by a

member of the council. The council appoints committees from the electorate to assist in the work of that body and one member serves as ex-officio chairman of any such committee.

The council is free to discuss and to vote upon all questions under consideration, but final decisions are left to the superintendent, ex-officio member of the council, whose presence at the meeting is optional. When necessary, the council may call a joint meeting of the entire electorate for purposes of discussion and advice, but the council may take advice on such questions.

The final vote on all matters preparatory to making recommendations to the administration shall be by roll call and the names of those voting for and against shall be entered on the records. In all cases, the vote shall be by acclamation or otherwise, as the chairman may direct.

Council procedures are carefully recorded. One copy of the record is kept on file and one presented to the superintendent. Publications of recommendations of the council and final decisions of the superintendent are made to the teaching staff thru the most desirable channels.

TEACHERS AND ADMINISTRATION.

Palmyra, N. J. The schools are threatened with a teachers' strike because of the inadequate salaries at present paid. The teachers ask a minimum yearly salary of \$1,200.

Milwaukee, Wis. A teachers' council is proposed for improving the school system thru closer cooperation between teachers, superintendent and school board. It is planned to organize committees for the consideration of various subjects vital to the schools.

Portland, Me. Upon the recommendation of the rules committee, the school board has removed the ban against the employment of married women as teachers. The new policy of the board is intended to prevent the depletion of the substitute list and to provide a means of livelihood for those who struggle against the cost of living.

Unionization of teachers has recently been severely criticized by Dr. Charles W. Eliot and President W. H. P. Faunce of Brown University. Pres. Faunce expressed the hope that the teaching profession would keep clear of submission

to any political or industrial power outside of itself. Dr. Eliot declared that nothing worse could happen to the teaching profession. He holds that teaching is a high degree of altruistic profession and it must always remain so.

State Commissioner C. N. Kendall of New Jersey, in his annual report, shows that the total enrollment in the schools of the state is 596,994, or an increase of 1,581 over 1918. There was an average daily attendance of 43,209 pupils.

The New York State Teachers' Association, at its recent meeting held in Albany, adopted resolutions expressing the attitude and ideas set forth by the teachers of Genesee County. The resolution of the teachers' association defines the teachers as servants of the children of all the people, as distinct from any particular class, and therefore, bound to hold themselves apart from any organization which may subject them to the authority or influence of any group, whether of religion, capital or labor. The resolution also sets forth the present need for greater cooperation among all the people and less conflict between particular groups, together with unwavering support of the fundamental political institutions.

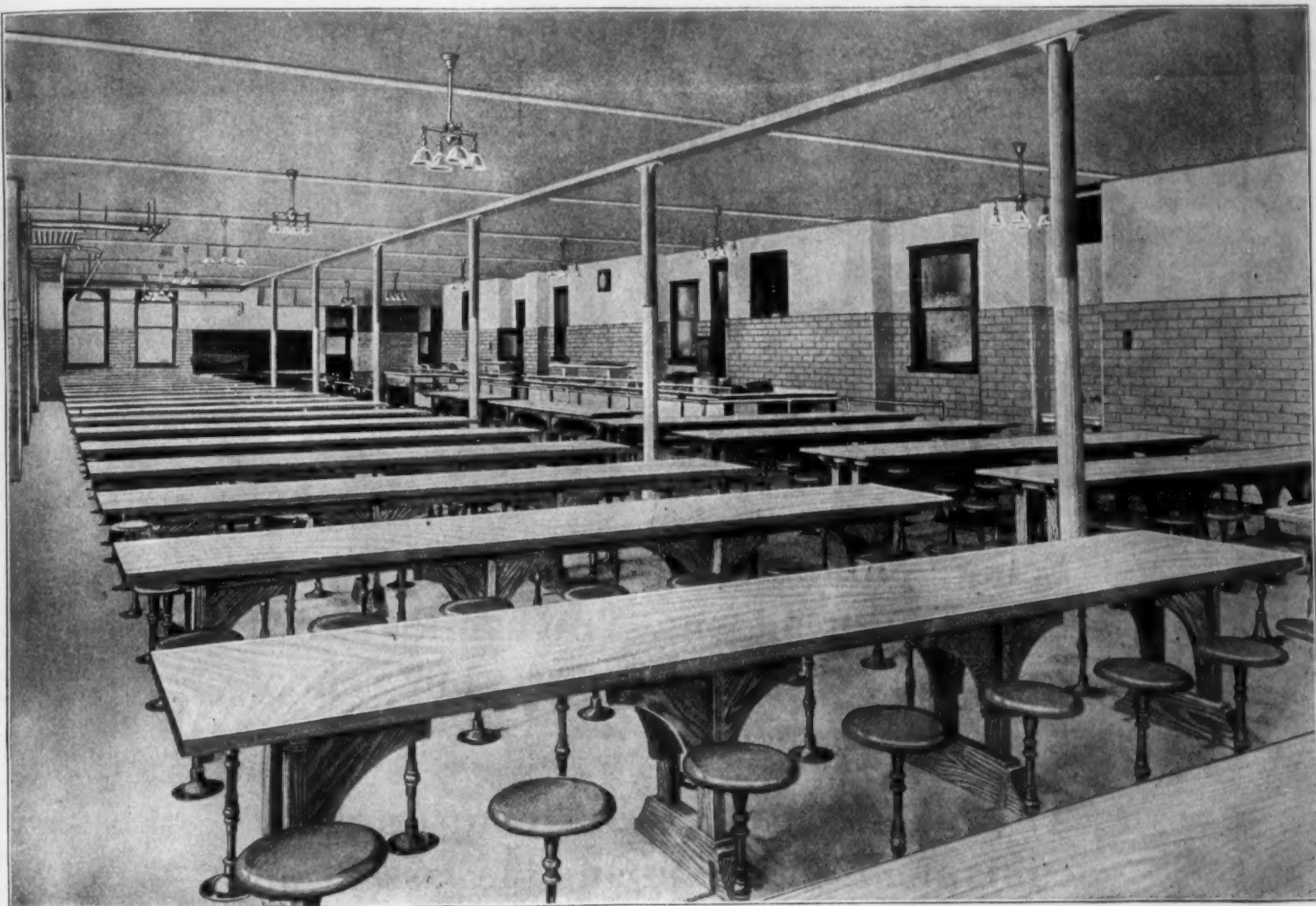
The teachers are pledged to make an attempt in every community to get the facts before the people, in order that action may be taken before this situation reaches the point of seriously impairing the work of the public school system.

A committee has been appointed to consider the matter of a closer organization of the teachers of the state. That the situation of the teaching profession demands attention is indicated by the fact that 100,000 of the 600,000 teaching positions are either vacant or are held by teachers of inferior qualifications who are working under special licenses.

The schools of the country have been asked to assist the Census Bureau in the collection of the 1920 census which began January 2nd. Commissioner P. P. Claxton of the Bureau of Education, in an appeal for aid to the teachers, points out that the enumeration of the people of foreign extraction presents numerous difficulties because it is feared that their answers to questions will mean some form of injury to their welfare. The

(Continued on Page 79)

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(Concluded from Page 76)

schools can assist materially in quieting unfounded fears and in acquainting all persons with the main questions in the census schedule.

It is urged that school children convey to their homes the fact that the taking of the census is a gigantic task that can only successfully be carried out when the people cooperate in giving correct and complete answers to all questions.

Sick Teachers to Receive Pay During Illness.

A State policy of forty years' standing was reversed a few weeks ago, when Will C. Wood, State Superintendent of Public Instruction of California, ruled that teachers shall be allowed pay during "reasonable absence" from duty on account of illness. Supt. Wood defined "reasonable" absence as not to exceed ten days during a school year.

It has been the custom in the past—except in a few of the larger California cities—to make deductions from a teacher's salary warrant for each day's absence, no matter from what cause. The ruling by Wood was made in a letter to Mrs. Belle Smyth-Grini, Superintendent of Schools for Merced county, who asked if deductions should be made from the salary of teachers absent from county institutes on account of illness.

School Board Opposes Union of Teachers.

Classing school teachers as agents of the Government, like soldiers, policemen and firemen, the San Francisco Board of Education recently went officially on record as opposed to the San Francisco Federation of Teachers, an organization affiliated with the American Federation of Labor and the San Francisco Labor Council.

The recommendation of the board, which was adopted by a unanimous vote, follows:

"Teachers in the public schools are quasi-public officials. They are employees of the public; receive their salaries from sources derived entirely from the public; they teach the children of all classes of the people. As such public servants they owe loyalty to the whole body of the people. Like soldiers, policemen and firemen, teachers are agents of the Government, agents for the most important purpose for which governments exist.

"Affiliation with an organization which, by its

very nature, limits its membership to one class of the people, is inconsistent with the service owed to the public, and such affiliation inevitably imposes obligations that may make due performance of duty as public agents at times impossible.

"Few teachers, forming a very small percentage of the entire staff, have enrolled themselves in the San Francisco Federation of Teachers. Doubtless many of these have done so without full appreciation on their part or on the part of the public of all of the circumstances of the case.

"The board, therefore, contents itself with this official declaration: That membership in an organization with the affiliation above described is violative of the duty of teachers as agents of the Government."

The action of the board follows that of the Fire Commission, which expressed disapproval of the Firemen's Union. The wording of the resolution was construed to mean that opportunity would be given for teachers to withdraw from the federation. It was said there is no rule whereby continued disregard of the resolution might be punished, but that the board had in view the formulation of a rule that would prohibit, by penalty, membership in a union.

Every one of the 1,927 teachers in the department will be required to sign a copy of the resolution to show that it has been read. There will be no excuse for not learning the attitude of the board.

USING THE SCHOOL BOARD JOURNAL.

Supt. M. E. Ligon of Henderson, Ky., recently sent letters to the members of his board calling attention to articles of school interest appearing in the Journal. In his letters, Mr. Ligon quoted the titles of the articles and appended a brief explanatory sentence of his own. The letter reads as follows:

Henderson, Ky., Dec. 18, 1919.

Dear Mr. _____

I hope you have had time to look over the *American School Board Journal* for December carefully. I am writing to call your attention to such items as will be of interest to us here in Henderson.

1. Page 27. *Interesting Village Communities in Their Schools.* By W. S. Deffenbaugh, special-

ist in City Schools of the U. S. Bureau of Education. This does not exactly apply to the conditions in Henderson, but the problems are the same as we find them in this city.

2. Page 30. *Two Teacher Rating Cards.* It will be of some interest to us to know what is being done along this line in other places.

3. Page 31. *Making One Hundred Per Cent Boys and Girls.* This is on the health of boys and girls, dealing especially with open-air schools.

4. Page 34. *Supervision of Instruction and the Grade Teachers' Meeting.* This is applicable to the situation here and I hope that you find time to give it thought and study.

5. Page 35. *My Dear Lester.* This is the advice of a superintendent of many years' experience to his nephew who has recently started out. You will find this humorous and containing quite a bit of truth.

6. Page 36. *Exchange Visits Between School Boards.* This is a new idea. I have not seen it even suggested before in any of the school journals or magazines.

7. Page 43. *Relations Existing Between Superintendents and School Boards in Iowa.* This is an excellent study of conditions existing in the state of Iowa. You will find in it many things of value to us.

8. Page 46. *Grade Supervision in Small Cities.* In some ways the article is more applicable to the local situation than any in the magazine.

9. Page 47. *Three Minnesota High Schools.* I hope you are giving attention to these plans each month.

10. Page 54. *Democracy in School Administration.* This is an excellent editorial.

Very truly yours,

M. E. Ligon,
Superintendent of Schools.

The average salary for teachers of Rhode Island has been raised from \$742 to \$800. The average increase has been raised more than six times over that for the past ten years.

Attleboro, Mass. Increases of \$200 have been granted.

A New Liquid Soap Fixture For Schools



Watrous Gravity Liquid Soap System
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SCHOOL wash-room difficulties have largely been soap difficulties. Here is a new soap system — sanitary, convenient, economical. Operates wholly by the time-proven gravity principle — no moving parts to get out of order — a simple valve delivers a pre-determined supply of soap without drip or waste. The large soap container is simply placed on its receptacle as shown in the illustration and replaced by a full one in a moment's time. This system has been adopted on sight by Schools and Colleges everywhere.

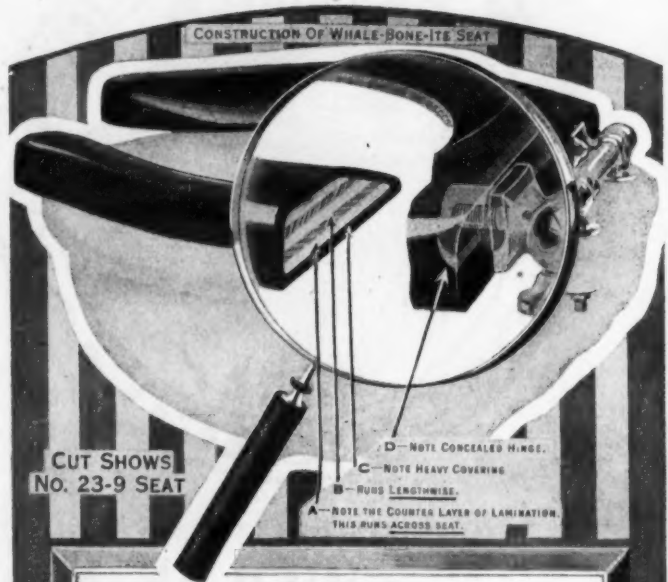
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NEW RULES and REGULATIONS

RULES AND REGULATIONS.

The board of education at Atchison, Kans., has recently adopted a set of bylaws to govern the conduct and operation of the schools. The rules which are rather complete and definite, provide for the following:

Article I.

Sec. 1. The Board of Education of the city of Atchison, Kansas, is hereby declared a body corporate and shall consist of six members, three of whom shall be elected at the general city election in April of each odd numbered year.

Sec. 2. This board shall meet in regular session on the first Monday of each month. Special meetings may be held on the call of the president or on the written request of three members. The hour for meeting shall be 8 P. M.

Sec. 3. A majority of all members shall be necessary to constitute a quorum for the transaction of business.

Sec. 4. The board shall be reorganized on the first Monday evening in August of each year, by the election of a president and vice-president from its members each of whom shall serve for one year and until his successor is elected and qualified. The board shall also elect a clerk and treasurer which officers shall serve one year and shall not be members of said board.

Sec. 5. Within two weeks after the reorganization of the board in August, the president shall appoint the following standing committees: Teacher, consisting of 3 members. Finance, consisting of 3 members. Building and grounds, consisting of 3 members.

A quorum of any committee shall consist of a majority of said committee. All recommenda-

tions of committees shall be by a majority of those constituting a quorum.

Sec. 6. Except as herein otherwise specified, the proceedings of the board shall be governed by the rules prescribed in "Roberts' Rules of Order."

Article II.

Sec. 1. The president, when present, shall preside at all meetings of the board. He shall sign all contracts, bonds and orders for the payment of money. He shall appoint all special committees unless otherwise ordered. He shall submit from time to time such suggestions as in his opinion may be for the best interests of the schools. It shall be his special duty to see that all laws enacted by the state for the government of schools and all rules of the board are duly enforced. He shall be ex-officio a member of all committees without the right to vote.

Sec. 2. In case of the death, absence or inability of the president to act, the duties of his office shall be performed by the vice-president.

Sec. 3. It shall be the duty of the clerk to notify all members of the board of all meetings of that body; to attend all meetings of the board; and make a full and faithful record of their proceedings; to record all bills, notes, bonds and salaries passed or authorized by the board, and attest all orders drawn by the treasurer; to file all reports and communications that are accepted by the board; to keep safely all books, papers and documents belonging to this department; to keep full and correct accounts of all receipts and disbursements, under separate heads, in accordance with the most approved system of school accounting, and to make such reports relating thereto as the superintendent may require and as required by law.

Sec. 4. It is his duty to collect all duplicate receipts issued by the treasurer of the school board to the county treasurer, and to make a report thereof to the board of education.

Sec. 5. The clerk shall audit all claims and bills and prepare all payrolls and present a written report to the board for its approval at each regular meeting.

Sec. 6. Before entering upon his duties, he shall give bond in the sum of \$1,000 conditioned upon the faithful performance of his duties. Bond to be approved by the board of education. The

clerk shall receive for his services such compensation as the board shall deem adequate.

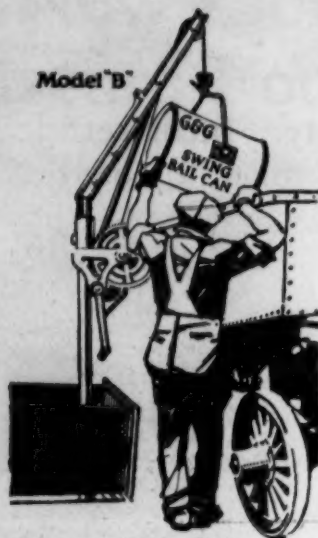
Sec. 7. The clerk shall, when directed, collect all money due for tuition from nonresident pupils reported to him by the superintendent of instruction. He shall have authority to pay incidental expenses such as express, cartage, telegrams, postage, etc.

Sec. 8. The president of the board and the superintendent shall be the only individuals authorized to make purchases for, or have supplies charged in the name of the board of education.

Sec. 9. The treasurer of the board of education shall deposit all moneys belonging to the board in the name of said board in such bank or banks as said board shall designate. Before such deposits are made the board shall take from such bank or banks a good and sufficient bond in the sum to be named by the board, conditioned that such deposits shall be promptly paid on the check or draft of such treasurer.

Sec. 10. The treasurer shall prepare and submit in writing a monthly report of the state of finance of the school district; and shall whenever required, produce at any meeting of the board or any committee, appointed for the purpose of examining his account, all books and papers pertaining to his office; he shall pay moneys only on warrant signed by the president or vice-president and countersigned by the clerk; he shall issue duplicate receipts for all moneys received; one to the person from whom the money is received; and one to the clerk of the board of education; and shall execute a bond in such sum as the board of education shall require, with sufficient sureties, to be approved by it, conditioned for the faithful discharge of his duties of treasurer of such board of education. His compensation shall be fixed annually by the board.

Sec. 11. The finance committee shall have charge of all matters relating to the obtaining of funds whether from taxation, issuing of bonds, or other sources. It shall be its duty to insure the property of the board and to prepare an estimate to be furnished to the board for the annual tax levy for school purposes and to recommend a bank or banks as depository for funds of the board. It shall from time to time examine or cause to be examined the books and



1 man removes ashes from basement to wagon

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Note how the open Hoistway is protected on all sides by the automatically operating G & G Sidewalk Doors and the G & G Spring Guard Gates. Impossible for children, playthings or animals to fall, slip, or skid into the Hoistway. The Hoist telescopes, or disappears, below the ground level when not in use, and the Sidewalk Doors automatically close and lock.

Sidestep the bills you had to pay last winter for those gangs of husky men by installing a G & G Hoist now.

Write us the quantity of ashes your boilers make in 24 hours and height of lift from basement to sidewalk, or from basement to top of ash wagon.

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accounts of the clerk and treasurer and receive from the treasurer all warrants, bonds or coupons drawn upon or paid out of the fund of the board and cancel and turn over same to the clerk who shall keep them until destroyed by order of the board.

Sec. 12. The committee on teachers shall recommend extensions and readjustments of the scope of educational activities. It shall be the duty of this committee, acting with the superintendent, to nominate to the board at any regular meeting, or at a special meeting called for the purpose, on or before the time of the regular monthly meeting in April, a list of principals and teachers to be elected for the ensuing year; and they shall at any time, when there are one or more vacancies, nominate teachers to supply the same, but no person shall without the recommendation of the superintendent, be nominated to the board unless by an affirmative vote of the entire membership of the committee. They shall have power to make temporary appointments in case of vacancies, or to make permanent appointments in such cases as they have been previously authorized by the board to do. They shall in all cases recommend the salaries to be paid teachers whom they nominate. They shall examine the schools thruout the city as carefully as practicable, and report to the superintendent any suggestions they have to make concerning the management or instruction in the schools. With the superintendent they may suspend any teacher for cause, and report the same to the board at its next meeting.

Sec. 13. It shall be the duty of the committee on buildings and grounds to keep all buildings and grounds in proper condition and to recommend such changes and repairs as it deems necessary. It shall consult with architects and procure suitable plans for new buildings, additions and repairs, when instructed so to do by the board. This committee shall recommend employment of and shall have the authority to discharge and direct all janitors and engineers.

Sec. 14. The order of business for each regular meeting shall be:

1. Calling the roll.
2. Reading of minutes.
3. Report of the Superintendent.

4. Communications and petitions.
5. Presentation of bills and claims.
6. Report of standing committees.
7. Reports of special committees.
8. Unfinished business.
9. New business.
10. Adjournment.

Article III.

Sec. 1. The superintendent of schools, who shall not be a member of the board, shall be elected at such time as a vacancy may occur, and shall hold office from year to year during the pleasure of the board; provided, however, notice shall be given at the first regular meeting in February if either of the contracting parties wishes to annul the contract. The superintendent may be discharged at any time for incompetency or willful neglect of duties set forth above.

Sec. 2. The superintendent shall perform all duties incumbent upon him by statute, and shall enforce the rules of the board governing the schools. He shall perform such other duties as shall be enjoined by the board and shall exercise general supervision of the schools.

Sec. 3. He shall give special attention to the discipline and methods of instruction pursued in the schools, and shall aid principals and teachers by such advice and suggestions respecting the same as his judgment may indicate. To these ends he shall visit the schools as often as practicable, and note the means by which errors may be corrected, defects remedied, and efficiency increased.

Sec. 4. He shall keep himself informed in regard to successful school systems of other cities; their organization, methods of instruction and such other matters as may assist the board to legislate wisely for the best interests of these schools.

Sec. 5. With the approval of the board he shall assign all teachers to their positions in the schools, and make such changes in these positions as he may deem best.

Sec. 6. He shall have the authority to call meetings and power to require teachers to attend such meetings as he may appoint for instruction in their duties, methods of teaching and governing their school or for mutual improvement and

to require of any teacher the performance of any assigned duty. No excuse of absence or tardiness at such meetings shall be accepted except such as would justify either from a regular session of school.

Sec. 7. He shall report to the board during the year and specially before the annual appointment of teachers, the standing of each teacher in the schools as regards professional spirit and growth, ability to teach and govern, punctuality in attendance at schools, at teachers' meetings or at other educational meetings they should attend and he shall each year make a general report on the schools.

Sec. 8. He shall devise a system of blanks for registers and reports, have charge of their distribution to teachers, and their return by the teachers, and prescribe to principals and teachers rules for keeping the same. He shall make such regulations, subject to the approval of the board, as he shall deem essential to promote the efficiency of the schools. He shall supply each teacher with the rules and regulations of the board, the course of study and his own regulations and directions.

Sec. 9. He shall have power to suspend from the privileges of the school any pupil guilty of gross misconduct or continued insubordination to school regulations. He shall receive all complaints appealed from the teachers or principals, regarding the treatment of pupils in schools, and deal with them to the best of his ability.

Sec. 10. He shall transfer such pupils from one grade or school to another as he may deem advisable. His decision shall be final touching the classification, promotion or transfer of pupils.

Sec. 11. On or before the annual August meeting, the superintendent with the assistance of the clerk shall prepare the budget for the next school year. The amount of each appropriation for specific purposes shall be itemized as far as practicable. The superintendent shall be held responsible for the economic expenditure as itemized. Transfers from one appropriation to another and from one approved item to another shall be made only by vote of the board.

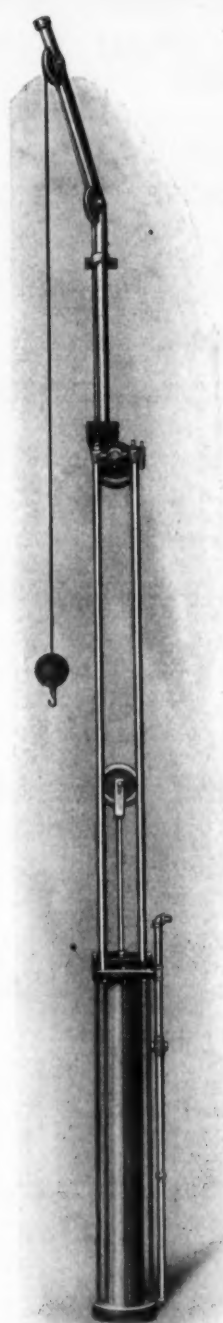
Sec. 12. These By-Laws may be altered, amended or repealed at any regular meeting of the Board, provided written notice be given one month prior thereto.

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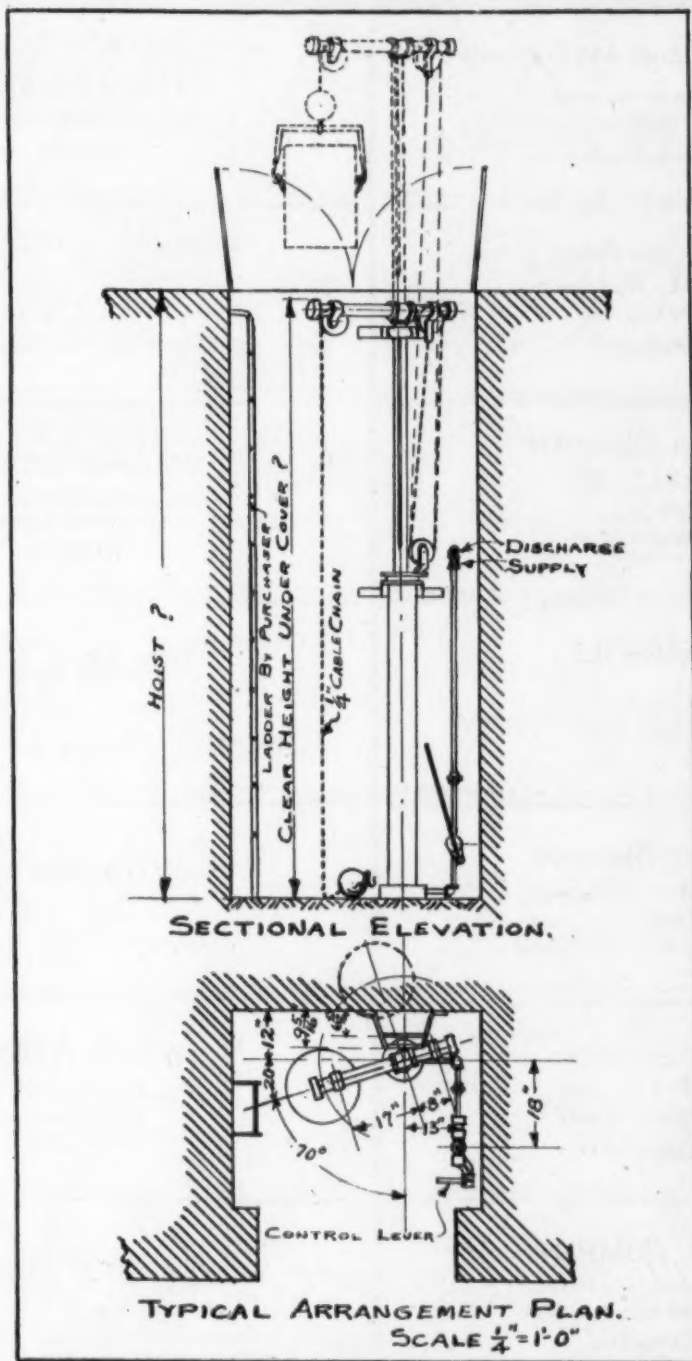
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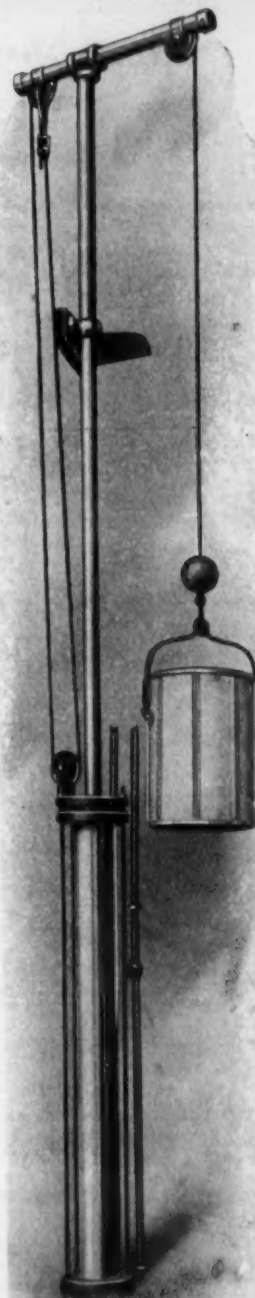
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2. After years of actual operation in varied uses it has been conclusively demonstrated that this equipment is practically self maintaining.
3. It is the most economically operated hoist ever designed, as the water consumption is invariably less than two cubic feet a trip.
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5. These machines were originally designed for use in schoolhouses, and due to their success in this service are now being used wherever it is necessary to raise ashes or other materials from basement to sidewalk level.
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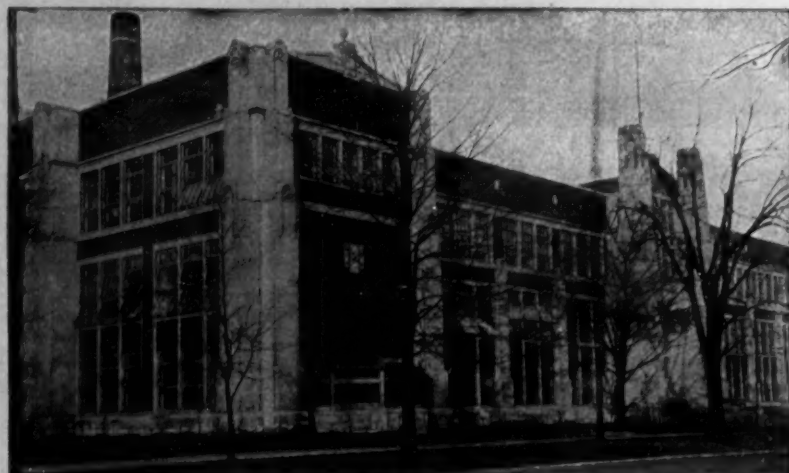
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McFARLAND-HYDE CO., 27th and Fifth Ave., Chicago.

Gentlemen:—We used your roll steel windows in the Bloomington High School building which was built here during the years 1915 and 1916.

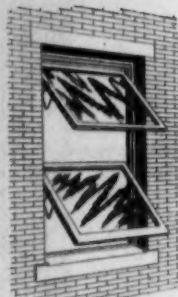
I was determined in selecting windows for this building to get a type that would prove both water tight and wind proof as far as possible, besides having other qualifications that go with metal frames and metal sash, and in addition, a window that can be easily cleaned from the inside.

I am very glad to state that neither in the preliminary test nor at any time during the use of the building since completion have we found the windows deficient in any respect as to either leakage of water or of wind. In fact they have proven more satisfactory than I even expected. I think that the weather stripping which you use accomplishes its purpose in good shape.

I have no hesitation in saying that in case we are in a position to want metal frames or sash again that I would not hesitate to use your product.

Yours truly, A. L. PILLSBURY

"WILSON REVERSO" WINDOWS are manufactured in Hollow Galvanized Iron Underwriters' construction, also Rolled Steel. We furnish hardware complete for Wood Windows.



Wilson Reverso
Patented

27th and So. Wells Sts.
CHICAGO, ILL.

J. C. McFARLAND COMPANY

New York Office:
1123 Broadway

Fire Protection for Schools

improves fire fighting efficiency and prevents loss of life. Every Teacher and Fire Chief should urge installation of

Blaze Extinguishers

In every home, school, church, factory and office building. Blaze Extinguishers can be handled by women and children successfully.

Blaze Extinguishers

are the only positive protection against fire. They are perfect in construction, positive in action, and the most efficient fire extinguishers in the world. Require no recharging until used. Guaranteed for 25 years.

INSTANTANEOUS IN ACTION RUST PROOF NO HOSE

Read Hudson Maxim's Letter

I have carefully examined the Blaze Extinguisher, and it is my opinion that it is the best fire extinguisher yet made for the purpose for which it is intended. It has the very great advantage that it is always instantly operable, its operableness being absolutely unaffected by time. It requires no re-charging until used.

Not the least advantageous feature of the extinguisher is the harmlessness of the liquid employed, it having no injurious effect on anything that it may strike when putting out a fire.

I can see no defects in the device. I congratulate you upon the device, and wish you the greatest possible success, which you deserve.

Faithfully yours,

HUDSON MAXIM.

(Hudson Maxim is Chairman of the United States Consulting Board.)



Hermetically
Glass Sealed
Acid Bottle
(cut 1/2 size)



STANDARDIZATION OF JANITORIAL SERVICE.

The Committee on Buildings of the Board of School Directors, Milwaukee, Wis., has presented to the board, recommendations on rules for janitor service and for a new salary schedule for janitors. The schedule provides a definite basis for heating and cleaning, care of windows, lawns, walks and blackboards, and includes a classification of buildings looking toward the equalization of conditions. The new schedule is expected to increase the cost of janitorial service approximately \$40,000. It provides for general increases of 25 per cent and for bonus payments of five per cent to each janitor serving one year or more. The bonus is based on the amount of salary the janitor receives in 1920 and is to be effective in January, 1921.

The rules governing janitorial work are as follows:

1. All janitors shall be under the general supervision and control of the Supervising Janitor.

Responsibility:

2. The janitor shall have the general supervision of, and be responsible for the protection and preservation of school property committed to his charge. He shall be responsible for all acts or omissions of his assistants, and shall be at all times under the immediate direction of the principal.

Care of School Property:

3. He shall devote his entire time to the care of the building in his charge. He shall take every possible precaution for the protection and preser-

vation of the building and school property; prevent any unauthorized person meddling with any part of the building or premises, or removing any portable article; allow no idle person to loiter about the building, whether they be friends, relative or others; and allow no strangers on the premises or in the building. He shall not use the janitor's quarters, or any portion of the premises as a workshop for manufacture or repair purposes or for storage purposes not connected with the school; neither shall he allow the same to be done by any other person. The use of intoxicants in the building or upon the school premises by janitors, assistants, or school board employees is forbidden.

Attendance:

4. He shall report at the school building not later than seven A. M., but earlier if necessary on school days, and be in constant attendance during the entire day including the dinner hour; unless with the principal's consent, some responsible assistant be left in charge at that time and for whose acts the janitor shall be responsible. On Saturdays, unless repairs are going on in the building, his hours shall be from 8:30 A. M. until 12 M. On special occasions when necessary, a brief absence from the building may be arranged for with the principal.

Inspection Before Closing:

5. Before leaving the building at night the janitor shall see that all windows are closed and those on the first floor, basement and near fire escapes, securely fastened, and that all refuse, paper, rags, etc., are removed from all parts of the building and burned. Paper kept for baling purposes must be stored in the room designated for that purpose by the fire department. No smoking shall be permitted in any part of the building except in the furnace, boiler or engine room.

Sweeping:

6. On each school day the janitor shall sweep all rooms, halls, entrances, passages, stairways, and closets used for school purposes. Janitors may sweep parts of the buildings other than rooms in actual use, such as special rooms, kindergarten rooms, manual training rooms, domestic science rooms, laboratories, gymnasias and dinner rooms at any time when sweeping can

be done without disturbing school routine. The janitor may sweep hallways and stairways immediately after the last recess. Cloak rooms shall be considered a part of the classrooms. Rooms used by two single session classes shall be swept at the close of each session.

Dusting:

7. All furniture, fixtures, woodwork and all other places where dust lodges must be dusted daily with cloths or brushes provided for that purpose by the Board, and be completed one hour before the opening of the session. Sidewalls and ceilings must be dusted twice a year and oftener in parts of the building if necessary. Blackboards and erasers must be cleaned thoroughly once each week.

Scrubbing and Cleaning:

8. The method of sweeping and cleaning, tools and apparatus for the same, and formulae for cleaning and sweeping mixtures shall be prescribed by the Supervising Janitor from time to time. No materials for sweeping and cleaning other than those furnished by the Board shall be used by the janitor.

In scrubbing floors janitors must be careful not to allow the scrubbing mixture to come in contact with the baseboard or furniture in the building in order not to remove paint, stain or varnish from the same.

The janitor shall thoroughly clean, and scrub if necessary, the floors of the kindergarten, domestic science room, and lunch rooms once each week; all halls, passages, cloak rooms, principal's offices and teachers' rooms once each month; all recitation and schoolrooms five times a year, as directed by the Supervising Janitor. No water is to be flowed on, or put on floors from a hose, except on cement or tile floors in the basement.

In addition the janitor shall during the summer vacation thoroughly cleanse the school buildings, including the floors, wainscoting, furniture, fixtures, and all other finished woodwork. He shall put the building, grounds and heating apparatus in first class condition.

All hardwood floors shall be oiled twice a year. Floors must be scrubbed clean before applying the oil.

(Continued on Page 89)

LAPIDOLITH

TRADE MARK

Makes Concrete Floors in Schools Sanitary, Dust-proof and Wear-proof

Your concrete floors should be truly sanitary, that is, free from dangerous concrete dust, hard and non-absorbent, and therefore easily washed.

Students' health is injured by the sharp concrete dust which is continually ground up from untreated concrete.

The friction of walking or sweeping sends this dangerous dust flying throughout the school-house. It settles everywhere and injures the varnish of desks, the clothing of pupils and affects their lungs.

Unlike ordinary street dust, this concrete dust is composed of silica, whose hard corners cut wherever they touch.

Lapidolith, the liquid chemical hardener, positively prevents the grinding up of this concrete dust, because it makes the floors as hard as granite.

Toilet Rooms Must Be Sanitary!

Untreated concrete floors cannot be kept clean. They are porous and absorbent and therefore the source of foul odors.

Lapidolized floors are non-absorbent and easily washed. They can be kept clean and odorless.

Send for hardened concrete block and special school and college testimonials.

Cemcoat

Multiply the light in your schoolroom. Coat the walls with the white tile-like Cemcoat which multiplies the natural or artificial light, reflecting it into every corner.

Schoolroom walls and ceilings which are Cemcoated can be kept sanitary and such surfaces are easily washed without detriment to the coating.

Cemcoat brushes on as easily as paint and has the high gloss of enamel. Furnished either gloss or flat, white or colors. Gloss for the ceilings, Eggshell for the walls.

Write for literature and color cards.

Lignophol for old or new wooden floors prevents decay and splintering. Lignopholed floors are dustless, smooth and sanitary.

L. SONNEBORN SONS, Inc.

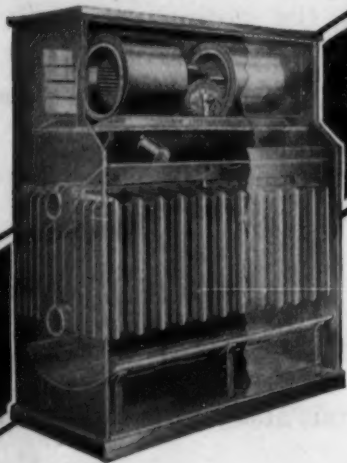
Dept. 22, 264 Pearl Street, New York

Fresh Air Indoors in Winter Weather

In blustering, below zero weather, ventilation in school-rooms is seldom up to the standard established by hygiene.

Open windows let in air so many degrees lower than room temperatures that it is not only a shock but also a danger to fragile constitutions.

On the other hand, the air delivered by duct systems carries dust, gas and smells and is not delivered at a speed or in quantities essential to proper diffusion.



The
UNIVENT
"LIVE OUTDOORS - INDOORS"
(patented)

takes the fresh air, direct from outdoors, heats it and drives it toward the ceiling at a speed which is an absolute guarantee of 100% diffusion—without drafts. There is the simple solution for every ventilating problem.

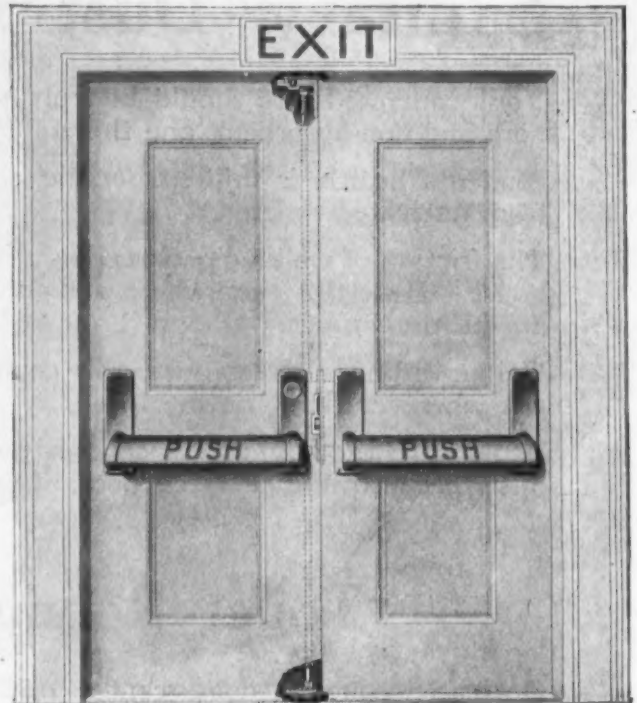
Constantly changing fresh air "speeds up" both teachers and pupils.

Write for our ILLUSTRATED CATALOG which tells you in detail the advantages of the UNIVENT. It's a convincing array. And remember this. It is easy to install in your school. No reconstruction. No loss of school hours. Dept. J.

Moline Heat
EVERYWHERE
Moline Illinois

Safety provided in every point

Quick exit is assured and the construction is such that in operating the push bar the hands or arms cannot be caught between the bar and the door.



These New

SARGENT

Reg. U. S. Pat. Off.

Fire Exit Door Bolts

are attractive in appearance, strong in construction and quick in action.

They have a wide push bar which projects only 2½ inches from the surface of the door, permitting the door to swing wide open so as not to obstruct passage through the doorway. Slight pressure on the bar at any point will release the bolts instantly. All edges and corners on the bars and brackets are carefully rounded, eliminating all possibility of wearing apparel becoming accidentally caught.

Sargent Fire Exit Door Bolts, Locks and Hardware are sold by representative dealers in all cities.

SARGENT & COMPANY, Manufacturers
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Heat With The COLUMBUS System



HIGH SCHOOL BUILDING
CHARLESTON W. VA.

HEATED THE COLUMBUS WAY

EXPERT ENGINEERING DEPARTMENT AT YOUR SERVICE

THE COLUMBUS HEATING & VENTILATING CO. HEATING AND VENTILATING ENGINEERS

COLUMBUS, OHIO

PITTSBURGH, PA.

We Specialize
On Heating
And Ventilating
School Buildings
Auditoriums
Churches And
Lodge Buildings

(Continued from Page 86)

Windows shall be washed in April, August and November. In each case the washing must be completed within ten days. Whenever additional outside washing is ordered by Supervising Janitor, additional compensation shall be paid, according to the basis provided in the salary schedule. Windows shall be cleaned on the inside during each school month in which they are not washed. All transoms, glass doors and glass panes in partitions, shall be washed three times each year, in August, November and April. When washing windows shades must be protected in order not to soil them. The cost of replacing shades damaged thru negligence in washing shall be deducted from the salary of the janitor.

The janitor shall be constantly on the alert to see that sinks, faucets, drinking fountains, door knobs, and all metal work are kept clean and polished; that marks on door casings, hand rails or wainscotings are removed promptly, in order that the whole building may present a clean and sanitary appearance at all times. The Supervising Janitor shall make special provisions covering the cleaning of inaccessible places as skylights, flues, air shafts and painted walls.

Toilet Rooms:

9. The janitor shall thoroughly clean all toilet seats and bowls each week and flush toilet rooms daily. Toilet room walls, partitions and doors shall be kept clean and free from all marks and defacements.

Basements and Attics:

10. The janitor shall keep all store rooms, boiler rooms, cellars, attics, etc., clean and in order at all times and allow no accumulation of paper, wood or refuse of any kind therein.

Yards and Sidewalks:

11. All walks within and around the yard shall be kept clean at all times. All walks and stairs must be kept free from snow and ice and must be sprinkled with sand or ashes whenever they are slippery. Whenever snow plows remove snow from the walk, the janitor shall follow up the plow and remove whatever snow is left by the plows. All rubbish, paper, stones, weeds, inside and outside of school grounds up to the curbing,

must be removed in order to give the grounds a pleasing appearance.

School grounds shall be sprinkled with water whenever it is necessary to prevent excessive dust; grounds and alleys about fresh air intakes shall be kept thoroly sprinkled in order to insure pure air in the fresh air intake and to help prevent the spread of contagious diseases. Lawns and flower beds must be sprinkled when necessary.

Water:

12. The janitor shall turn off the water from all supply mains before leaving the building each day and see that all plumbing fixtures are drained during freezing weather. The cost of repairing damage resulting from freezing, due to the janitor's neglect, shall be deducted from his salary.

Electricity:

13. The janitor shall disconnect electric currents at the main switch each evening before he leaves the building.

Temperature:

14. The janitor shall have the temperature of every room which is used for school purposes at not less than 65 degrees Fahrenheit at 8 A. M., on each school day, and shall maintain the temperature at approximately 70 degrees F. thruout the day until school is dismissed. He shall watch the heat regulating system and keep it in proper adjustment; he shall report any tampering with the heat regulating apparatus to the Supervising Janitor. A proper and even temperature shall be maintained at all times in the main fresh air duct leading from the ventilating fan, in order that the temperature in the classrooms may be regular thruout the day. In school buildings heated by stoves, the janitor shall regulate all fires and supply coal for the stoves.

Ventilating Apparatus:

15. Operation of the ventilating apparatus shall be in accordance with instructions that may be issued from time to time by the Supervising Janitor. All fresh air rooms, registers and register boxes must be kept clean and free from dust and other foreign material.

Report Repairs Needed:

16. The janitor shall promptly report to the principal any defects in the heating apparatus,

plumbing, gas fitting, sewerage and ventilation; and any marring or damage to the exterior or interior of the building.

Fuel:

17. The janitor shall keep a record of the quantity of coal and other supplies received and dates upon which they were delivered. He shall be present and oversee the delivery of coal, sign receipts therefor, and keep an accurate record of the same. If the fuel appears to be not of the required standard, the janitor shall refuse to receive the same and shall promptly report the facts to the Supervising Janitor for his decision. At least ten days before the probable exhaustion of the supply, the janitor shall report to the principal the quantity of fuel on hand.

Flag:

18. Except in inclement weather the janitor shall display the United States flag, upon the pole or standard provided therefor, each school day and on such other days as the rules of the board provide. He shall raise the flag at 8 A. M., and lower it at the close of the school session. The principal in his discretion may make special arrangements for the raising and lowering of the flag.

Clocks:

19. The janitor shall wind regularly and set daily the clocks thruout the building, according to Central Standard Time, and report to the principal if any are out of order.

Empty Containers:

20. Empty containers of paste, oil, ink, glass, etc., shall be cleaned and carefully stored, to be delivered to the proper school board employees authorized to collect the same.

Motion Picture Booths:

21. Water and sand must be kept in all motion picture booths according to instructions of the fire department.

Vacations:

22. Vacation periods not to exceed fourteen days shall be arranged for with the Supervising Janitor. During the school vacation periods all janitors shall be at their respective buildings daily, except Sundays, from 8 A. M., to 12 M., and

(Concluded on Page 91)

CONTINENTAL SCALE

Favored by Schools That Demand Accuracy

This scale is part of that great American Institution, the Public School. No apologies need be made for its reliability. No fears held for its constant preciseness. It is dependable, always, under all conditions.

Superintendents, principals and teachers know the characteristics of a good scale are long life and dependability. Continental Special School Scales can be moved about from place to place and can be subjected to the strain of weighing hundreds of children quickly and accurately.



The Continental Special School Scale is a masterpiece of scale construction and made by expert workmen. The best material obtainable is put into it. If better could be had, Continental would have it. Noteworthy features meriting the attention of school officials are as follows:

1. Cork inlay cemented into top of platform, allowing children to be measured and weighed with shoes off (as is proper), thereby preventing uncomfortable contact with the usual cold metal platform;
2. A full length nickel-plated measuring device with plainly legible graduations from 48" to 78", and an auxiliary rod for small children from 30" to 48";
3. A dependable lever check attachment, preventing levers from becoming disengaged when scale is moved about;
4. The latest and best tables showing weight and height for corresponding age;
5. A self-locking feature preventing

the inner rod from pulling out of the outside sleeve rod while measuring—a device greatly valued by those experienced in weighing children; and

6. A nickel-plated heavy brass beam, ranging 300 pounds capacity.

Detailed Specifications

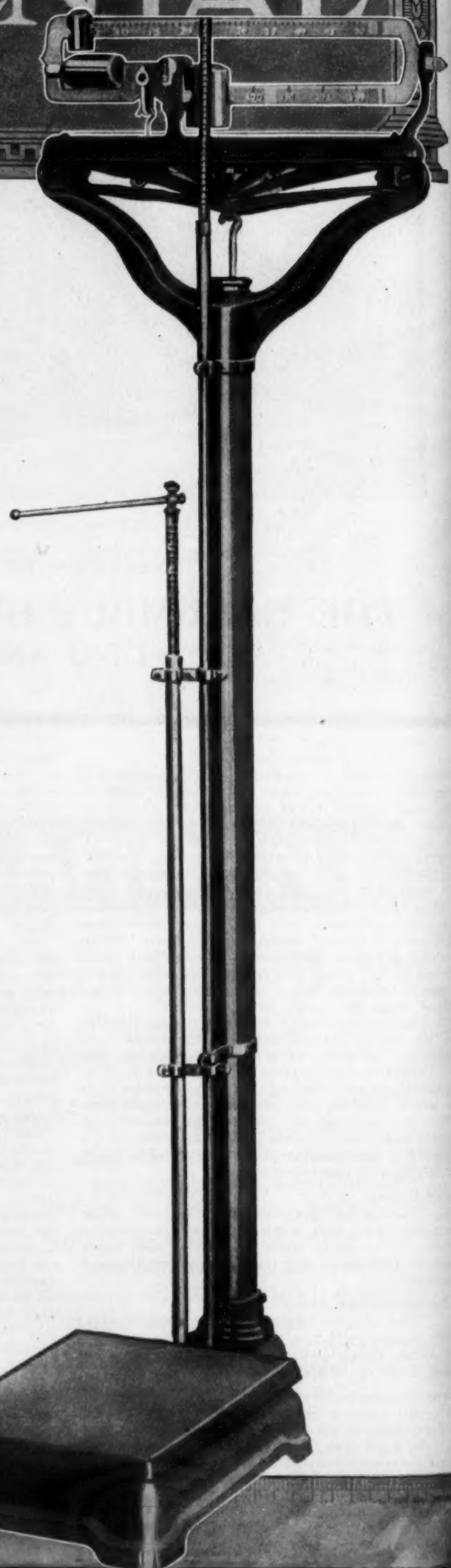
Capacity 300 lbs. on nickel-plated, heavy brass, double beam, upper bar graduated 5 lbs. by $\frac{1}{4}$ lb., lower bar 250 lbs. by 50 lbs. graduation, notched.

Hardened bearings and tool steel pivots throughout; platform 10½ in. x 13 in., height 60 in., weight 60 lbs., set up; boxed for shipment, 112 lbs.; finish, white and gray.

Ask your dealer or write direct for particulars regarding these Super-School Scales

CONTINENTAL SCALE WORKS

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When an Accident Occurs In or About the School

the necessity and value of prompt and efficient First Aid needs no comment.

The greatest danger to wounds from accidents is due to contamination with foreign substances, not always visible, but far-reaching in effect. The consequences of such contamination are blood-poisoning, gangrene, inflammation, fever, erysipelas, and a train of other complications by which any wound is liable to be followed.

Any of these will disable a person for a considerable length of time—and may cause the loss of a limb, and even of life itself.

Is your school equipped with First Aid material, and are your teachers capable of applying it at the instant of an emergency?



Johnson's First Aid Cabinets for Schools

are so arranged, and their contents so selected, that temporary and effective First Aid can be rendered promptly by the teacher, and, when the surgeon arrives to care for the more serious cases requiring professional attention, he will find appropriate and adequate material for the first dressing of any conceivable injury immediately at hand.

JOHNSON'S FIRST AID MANUAL

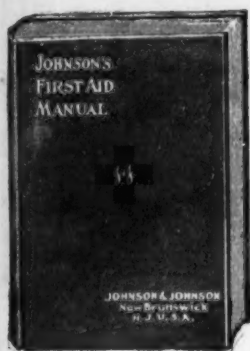
tells what to do and how to do it at the instant of an emergency. A copy should be in the hands of every teacher.

First Aid Catalogue, pamphlets, etc., on request.

JOHNSON & JOHNSON

School Department

New Brunswick, N. J.



(Concluded from Page 89)

from 1 until 5 P. M. On Saturdays the hours shall be from 8:00 to 12 M., unless repairs are going on in the building. In that case, the janitor shall remain on duty until the workmen leave. The janitor shall be subject to such special regulations relative to care of building and supplies during vacation periods as may be issued from time to time by the Supervising Janitor.

Service:

23. Janitors shall perform such other duties not inconsistent with those above defined, as may be deemed necessary by the principal or supervising janitor.

Principals to Enforce Rules:

24. Principals are required to see that these rules are strictly complied with and report any violation thereof to the Supervising Janitor.

Janitors Responsible for Damages:

25. Janitors shall be held strictly accountable for all school property in their custody, and care, and for any loss thereof or damage thereto, resulting from their misconduct, carelessness or negligence. Extra compensation shall not be allowed janitors for attendance and services at school activities afternoons.

Suspension of Janitors:

26. Any janitor may be suspended at any time by the supervising janitor for any violation of the rules and regulations established for the government of the schools or for any offense which renders such janitor unfit for the position. The reasons for such suspension shall be filed in the office of the secretary. If such suspension shall be followed by the discharge of the janitor, his salary shall cease from and after such suspension. Janitors so suspended shall be furnished with a copy of the charges upon which the suspension is ordered, at least one week before they are required to answer the same. The committee on complaints shall determine the time, manner and procedure of hearing the charges. The decision of the committee upon such charges, when approved by the board, shall be final.

The Salary Schedule.

Cleaning and General Service: For all cleaning and general service required of janitors, they shall receive compensation, excepting as other-

wise specified, upon a basis for each square foot of the gross area of all floors including partition space, but excluding boiler room space, such basis to be according to the classifications stated below.

Heating and Ventilating: For heating and ventilating service janitors shall receive compensation upon a basis per annum for each 1,000 cubic feet or major fraction thereof according to classification stated below.

Class A No. 1—Modern fireproof high schools, with first class heating systems: 2 cents per annum for each square foot of cleaning space; heating, 87 cents per annum per 1,000 cubic feet.

Class A No. 2—High school buildings not fireproof, with first class heating systems: Cleaning, 2½ cents per annum per square foot; heating, 87 cents per annum per 1,000 cubic feet.

Class A No. 3—Old high school buildings, with several additions and difficult cleaning conditions: Cleaning, 2½ cents per annum for each square foot; heating, 87 cents per annum per 1,000 cubic feet.

Class B No. 1—Modern two-story grade school buildings, with fireproof boiler house and first class heating systems: Cleaning, 3 cents per annum per square foot; heating, \$1.16 per annum per 1,000 cubic feet.

Class B No. 2—Old grade school buildings with new fireproof boiler house additions, with first class heating systems: Cleaning, 3½ cents per square foot per annum; heating, \$1.16 per annum per 1,000 cubic feet.

Class C No. 1—Grade school buildings which have indirect heating, and difficult of operation: Cleaning, 3½ cents per annum per square foot; heating, \$1.70 per annum per 1,000 cubic feet.

Class C No. 2—Grade school buildings with sectional and fire box boilers in different sections of basement: Cleaning, 3½ cents per annum per square foot; heating, \$2.27 per annum per 1,000 cubic feet.

Window Washing—Janitors shall receive compensation for window washing upon the basis of 50 cents per annum for each window.

Lawns—Janitors shall receive for care of lawns upon the basis of 6 cents per annum per square yard of lawn.

Walks—Cleaning walks within school grounds,

exclusive of outside walks, 2½ cents per square foot per annum.

Blackboards—Cleaning blackboards and erasers \$4.72 per classroom per annum.

Barracks—\$10.00 per month.

An additional sum of \$30 per annum shall be paid the janitor for each kindergarten; for domestic science rooms, an additional sum of \$25 per room per annum; for manual training room, \$50 per annum.

An additional sum of \$1.50 per month shall be allowed janitors for each room used by two single-session classes.

The sum of \$1.50 shall be allowed janitors for attendance and service for day school activities conducted in the evening.

Janitors who are required to be absent for any cause will lose full pay unless they furnish their own substitute.

It is provided that the secretary-business manager shall discharge the duties of the supervising janitor pending the employment of such an official.

BUILDING AND FINANCE.

Shelton, Conn. The board has adopted a budget of \$92,850, or an increase of 31 per cent over the last year.

The State Department of Education of Texas has recently completed the allotment of \$2,000,000 appropriated by the legislature for the aid of the rural schools. State aid is to go mainly toward the payment of salaries to teachers in rural districts where the average pay for teachers is considered abnormally low. It assures not less than a six months' school term in rural districts. There are at present 4,333 rural schools to which state aid has been extended.

The school board of Portsmouth, Va., has adopted a budget of \$264,489 for the coming year, of which \$218,469 will be obtained from the city.

In connection with the distribution of the Vermont state funds for educational purposes, some interesting facts have been gathered from the different divisions under which the money is paid to the towns. Rutland County receives the largest amount for transportation, a total of \$10,612.60, while Fairfax receives the most of any town, namely, \$2,218.22. For trained teachers in

Durand Steel Lockers

Your locker accommodations should always be ample. If you need more lockers, install them now.

Durand Steel Lockers may be installed at any season, without disturbance of routine. They are easily erected, and as easily taken down when it is desirable to move them. They will last as long as the building they are installed in.

The question of space for steel lockers is usually a simple problem. Our Engineering Department is glad to cooperate in suggesting a space-saving arrangement.

*Send for catalogue of Steel Lockers,
or of Steel Racks, Shelving, etc.*

DURAND STEEL LOCKER COMPANY

1521 Ft. Dearborn Bank Building
Chicago, Ill.

921 Vanderbilt Building
New York City



rural schools, Windsor County receives \$11,974, while Ferrisburg receives the most of any town, namely, \$1,304. For advanced instruction, Orleans leads with \$5,490.36, while Johnson has the most of any town, or \$705.28. Orleans also leads with seven junior high schools of \$500 each.

In vocational courses, Lamolille matches Orleans with \$2,000 each, or five towns of \$400 each. There are 44 towns having such courses, with amounts ranging from \$200 to \$400 each.

Under the head of new buildings and repairs, Rutland County leads, with \$2,081.45, while in Current expenses, Washington County receives the largest amount or \$3,544.12, Barre City leading with \$665.38, Barre Town having \$539.16 and Waterbury \$454.40. Barre City gets \$300 for buildings and repairs, while Barre Town receives \$233.16.

Indianapolis, Ind. The rapid rise in the cost of building material is reflected in the bids for the construction of the first unit of the Arsenal Technical High School. When the board determined to construct the building, the total cost was estimated at not more than \$700,000. When bids were received, the lowest offer for the building itself was \$803,000.

Burlington, Ia. The board plans the purchase of a piece of ground near the high school for use as a stadium.

Lawrence, Kans. The board has distributed \$262,000 in school insurance among seventeen agencies. Under the plan adopted, one-third of the business was allotted on a basis of percentages of business done by the different firms; one-third on a basis of city taxes paid by the various firms, and the remaining third was left to the board's discretion.

Johnstown, Pa. The board of education has approved the apportionment of \$2,000,000 for new schools. The plan calls for seven structures, including a central high school to cost \$900,000.

New York, N. Y. The board has approved a resolution providing \$1,885,481 for the liquidation of liabilities accumulated in 1918. Another appropriation provides \$618,923 for teachers' and janitors' salaries.

Houston, Tex. The city authorities have agreed to furnish water free to the schools but reserve

the right to hold the latter responsible for waste. The city council has denied a request of the board that it pay the insurance premiums on school buildings amounting to \$10,000.

The New York City board of education has asked the city board of estimate for \$2,504,409 to cover a deficit of \$618,923 for 1919 and \$1,885,481 for the liquidation of unpaid bills incurred in 1918.

Philadelphia, Pa. The board has appropriated \$16,000 for the education of children who are barred because of physical infirmities from school attendance. Special facilities are to be provided for crippled children, sufferers from tuberculosis, semi-deafness and those with speech defects. A special director will be employed and an office maintained at an expense of not more than \$6,000.

Supt. S. E. Weber of Scranton, Pa., in a special report to the board, has outlined a building program providing for a number of new buildings and additions to existing structures, and involving a cost of \$2,500,000. The program calls for a central high school costing \$177,700; a technical high school to cost \$372,400; a junior high school costing \$546,200; an intermediate school costing \$277,350, and four additions. The program has the approval of the board and will be submitted very soon to the voters for ratification.

The Pittsburgh school tax rate has been raised one mill to yield a total of \$7,600,000 for school purposes.

The voters of Paducah, Ky., have voted \$250,000 in bonds for the erection of a high school for white students, and a building for the colored children of the city. Architects Nevin & Henry, of Louisville, have been employed to prepare the plans for the new structures. Construction work will begin early in the spring.

Pittsburgh, Pa. The 1920 budget of the school board has been fixed at \$7,338,272, or an increase of 22 per cent over that of last year. The increase will necessitate the levying of an 8½ mill tax, or two mills more than that formerly permitted.

Teachers in the city schools of New York City who live outside the state recently suffered deductions of one per cent in their yearly salaries for the state income tax. The deductions created consternation because they occurred just pre-

vious to Christmas and formal notice of intention had not been given. It is estimated that between 200 and 300 teachers live outside the state, and of these, the greater number are from New Jersey.

Detroit, Mich. The board of education faces a deficit of \$17,990 because of a reduction of the maintenance fund by the city council.

Charlotte, N. C. A new loan of \$35,000 has been obtained by the school board, of which \$25,000 will be used to take up an old note and \$10,000 for a new loan. The loan became necessary because no funds had been provided for the maintenance of the schools to date.

The school board of Indianapolis, Ind., estimates that new school buildings to be erected will cost more than formerly was the case. It has been decided to erect only complete buildings and to ask the state tax board for permission to draw on the fund of \$500,000, set aside for additions to present buildings.

Union, N. J., is planning for the erection of a new high school building. The present building is to be converted into a grade building.

A grammar school is now in course of construction which, it is expected, will be completed and ready for occupancy in September. The building in addition to the regular classrooms, has a combined auditorium-gymnasium, a swimming pool, housekeeping suite and shops for wood working, wood turning and metal working.

An average increase of \$2 a month in salary for school janitors was decided on a few months ago by the board of supervisors of San Francisco, Calif. The salaries of engineers for the high schools was fixed at \$175 a month, the full union wage, and mechanics in the store rooms of the board were given \$125 a month.

In the high schools the maximum janitor's salary was fixed at \$110 a month. Janitors in both elementary and high schools who receive less than \$100 a month were awarded the full \$20 increase, providing they gave the full day's service.

The salaries of janitors in schools, where there are less than eight rooms, necessitating only a part of a day's work, were increased \$10. The janitors of the Irving M. Scott Evening and Ethan Allen were given a \$15 a month increase.



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A New Building?

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It is not only **IMPORTANT**, it is **VITAL**.

On the quality and efficiency of your heating and ventilating systems depend:

First--The health of pupils and teachers.

Second--The development of the pupils, mentally and bodily.

Third--The efficiency of the teachers.

Fourth--The economy of your operating expenses.

Coal is higher than ever before and every year it costs a little more.

No system of heating and ventilating is complete and adequate without automatic temperature regulation. *The Johnson System of Heat Control* is dependable. The Johnson Company offers the best grade of apparatus and the highest grade of service.



Johnson Service Company

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--

Wisconsin

(Offices in all large cities)



SCHOOL LAW.

Schools and School Districts.

The Oklahoma laws of 1915, c. 202, § 2, providing that if sixty per cent of the voters of a consolidated school district shall vote to dissolve district, etc., requires only that sixty per cent of the votes cast shall be in favor of dissolution, and not that sixty per cent of all voters of district shall vote therefor.—Rasure v. Sparks, 183 P. 495, Okla.

School District Property.

In a contractor's suit against a school district for benefits received, the amount due and unpaid in excess of district's constitutional debt limit, where neither property representing excess could be segregated or returned without injury to the district's property, nor indebtedness therefor imposed on the district without exceeding such limit, equity will not afford relief.—Bartelson v. International School Dist. No. 5, Portal Tp., 174 N. W. 78, N. D.

In action for amount due for the construction of a school building in excess of a district's constitutional debt limit, by requiring return of property received or that district be declared a trustee for its use or rental value, where the building could not be returned or any part segregated without injury to the district's property, and no burden could be imposed upon it without exceeding the debt limit, no recovery could be had.—Bartelson v. International School Dist. No. 5, Portal Tp., 174 N. W. 78, N. D.

It is to be recognized that, in applying equitable relief in a contractor's action against a school district to recover benefits received by it in excess of its constitutional debt limits, equity must not accomplish by indirection what the law has prescribed must not be done directly.—Bartelson v. International School Dist. No. 5, Portal Tp., 174 N. W. 78, N. D.

Teachers.

Provisional teachers' certificates, issued by the state superintendent of public instruction under the Iowa supplementary code for 1913, § 2734p2, will be presumed, in the absence of evidence as to a showing made in support of an application therefor, to be valid. (Per Weaver, Evans, and

Preston, J. J.)—Clay v. Independent School Dist. of Cedar Falls, 174 N. W. 47, Iowa.

In view of the Iowa code, § 2678, a normal school student doing practice teaching in a public school, without compensation and under the supervision of a public school teacher, is not required to have a teacher's certificate, under a statute prohibiting employment of uncertified teacher.—(Per Weaver, Evans, and Preston, J. J.)—Clay v. Independent School Dist. of Cedar Falls, 174 N. W. 47, Iowa.

Court will not examine into and determine the number of teachers a given school shall employ; such question being within the discretion of school directors. (Per Weaver, Evans, and Preston, J. J.)—Clay v. Independent School Dist. of Cedar Falls, 174 N. W. 47, Iowa.

A teacher may lawfully divide her time and labor between two schools and receive compensation from both, where both employers consent and payment is equitably proportioned to each. (Per Weaver, Evans, and Preston, J. J.)—Clay v. Independent School Dist. of Cedar Falls, 174 N. W. 47, Iowa.

Pupils.

School directors who permitted normal school students to do practice teaching in public schools, without compensation and under supervision of public school teacher, did not abuse their authority by permitting the establishment or conduct of a school of pedagogy in the public school building. (Per Weaver, Evans, and Preston, J. J.)—Clay v. Independent School Dist. of Cedar Falls, 174 N. W. 47, Iowa.

A recent summary of the state laws on the subject of part-time and continuation schools has been prepared by W. R. Hood, school law specialist of the Bureau of Education. The summary shows that practically 25 states now require attendance in part-time or continuation classes. The states listed include Arizona, California, Connecticut, Illinois, Indiana, Iowa, Massachusetts, Michigan, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Utah, Washington, West Virginia and Wisconsin.

HYGIENE AND SANITATION.

Cincinnati, O. Special classes have been formed for the benefit of children with defective eyesight. A total of 62 children have been enrolled. Special efforts have been made to provide proper lighting, desks and textbooks so that the children become improved in vision and eventually return to regular classes.

Brockton, Mass. The board has ordered that a special class be opened for the education of children with defective eyesight.

Muskegon, Mich. The board has hired a full-time physician to make examinations and to prescribe treatment for the control of diseases among the school children. The action followed an inspection which showed that 21 per cent of the pupils had more or less serious physical defects.

The University of Pennsylvania, in response to a joint request of the School of Education and the U. S. Bureau of Education, has ordered the establishment of a research station in education, as a part of the school. The school of public hygiene is to be separate from the medical school and is to be conducted as a separate department.

A recent examination of the school children of Richmond, Va., shows that over seventy per cent are defective and in need of medical, optical or dental attention.

Neenah, Wis. A fresh-air school for tubercular children has been established.

Akron, O. Plans have been made for opening additional fresh-air rooms in schools during the next year.

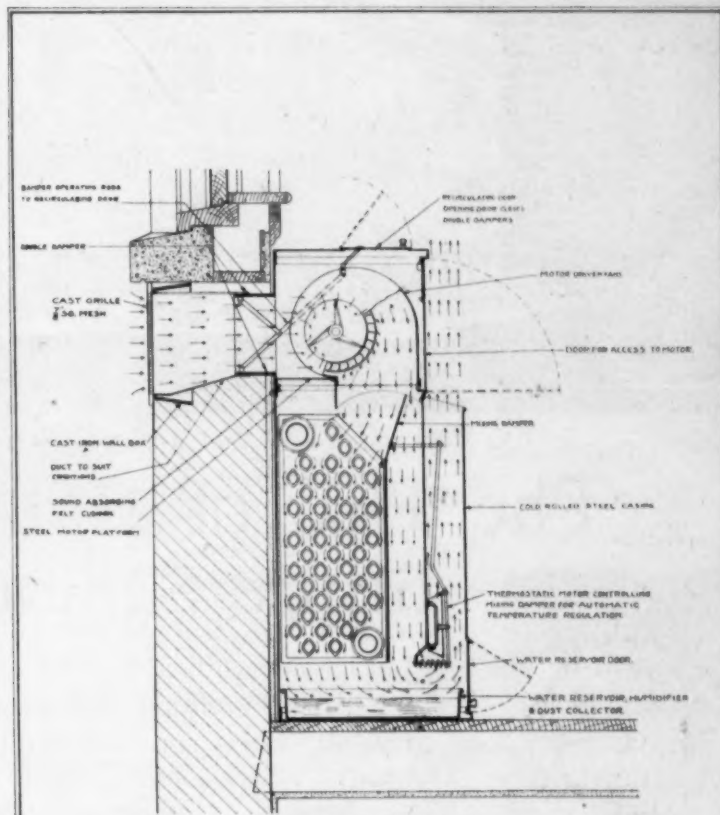
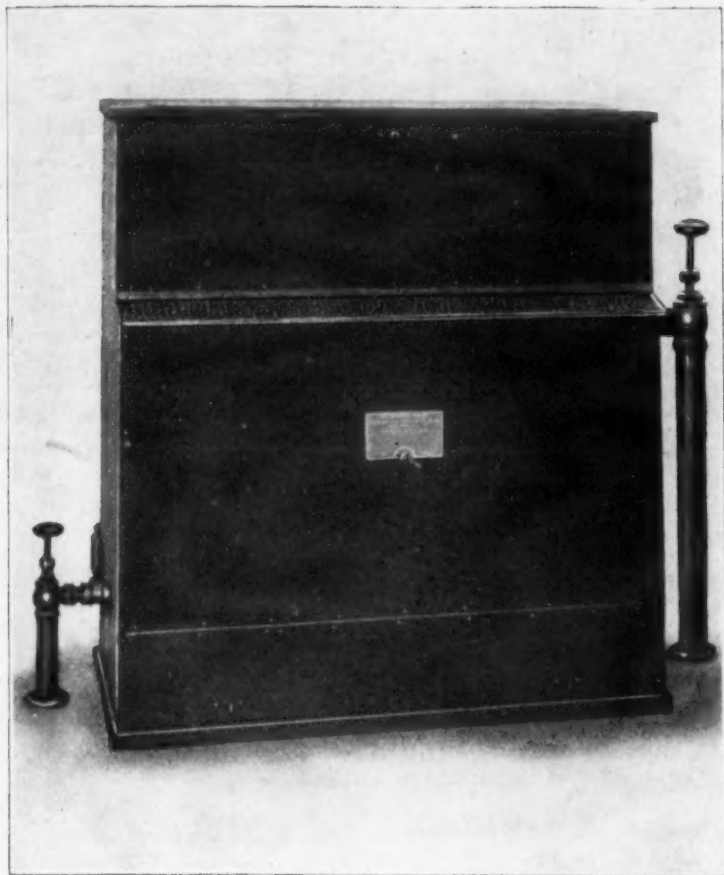
Brockton, Mass. The school authorities have cooperated with the board of health in maintaining proper health conditions in the schools. Children who show signs of illness, and those who come from homes where there is illness, are barred from the classrooms. The precautions have been taken to protect the children from exposure to disease and to prevent epidemics of contagious disease.

A recent inspection of the school children of Rutland, Vt., comprising those who had been referred to the medical inspector by the teachers, showed that 423 had defects. The school nurse followed up each case with the result that a num-

(Concluded on Page 97)

New Year, New and Improved Unit

EFFICIENCY ECONOMY PROGRESS



DETAIL SHOWING
AIR MIXING DAMPER
UNDER THERMOSTATIC CONTROL

WE are now installing the New Peerless Heating and Ventilating Units with air mixing dampers operated either by hand or thermostatic control.

As every advance in the science of Unit Ventilation has been made by the Peerless Unit Ventilation Co., Inc., we take pleasure in advising our friends of this latest development.

Particular care has been taken to improve every detail and long study and research has brought forth this most efficient Unit.

Special attention is called to the new radiator of the type world famous for its efficiency and made from our own design for the particular work that it is to do.

The air mixing damper is positive and free acting. It permits a wide range of temperature regulation, from the point at which all of the incoming fresh air passes thru the radiator, to the other extreme point where all of the incoming fresh air is driven through the by-pass without coming in contact with the radiator, and at the intermediate points where varying quantities of heated and unheated air are thoroughly mixed in the mixing chamber in the lower part of the Unit, at all times, however, the total required amount of pure fresh air in accordance with the number of pupils is delivered into the room and thoroughly diffused without drafts; first passing over the water reservoir where the air is thoroughly cleansed of dust and humidified to a degree. No manipulation of radiator valves is necessary as all control of room temperatures is effected by the air mixing damper.

This at last gives that perfect Unit control so earnestly sought and not found till perfected by the Peerless Unit Ventilation Co., Inc. *Send us your problems.*

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The Use of Robertson's Products Insure Sanitary Conditions

Cleanliness goes hand in hand with health every time. To avoid the spreading of disease and keep the boys and girls in good health every effort must be made to keep the schoolrooms clean and sanitary. Unless they are kept in an absolutely sanitary condition, they not only render educational work superficial, but endanger the health of the community.

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**Original 20th Century Soap
for Schools**

This is a well known cleanser for schools — acknowledged the best — and used in hundreds of schools all over America. It is manufactured from pure vegetable oils exclusively, and where it is used for cleaning floors, a bright polished appearance will be obtained instead of the dull grey color which is often caused by soaps containing an excess of alkali. Our soap can be used with the very best results for cleaning all woodwork, furniture and finished surfaces. One of the most successful uses that it is now being put to in schools, is that of cleaning slate blackboards. The original black finish will be brought out to the best advantage, removing all chalk marks in the most thorough manner.



**Robertson's Diamond Brand Genuine
Bristle Floor Brushes**

The fact, that Robertson's Genuine Bristle Floor Brushes have been used in the schools of this country for over seventeen years is absolute proof of their *quality* and *durability*. All Robertson's Genuine Bristle Floor Brushes bear the above trade mark. When in need of brushes specify the Diamond Brand and insure satisfaction.

We also manufacture a complete line of Liquid Soaps, Soap Powder, Paper Towels, Toilet Paper, Mops, Brushes, Liquid Soap Dispensers, Paper Towel Holders, etc. Get our prices.

KOTAR

**The Wonderful "Bactericide"
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Kotar reaches and removes the dirt, germs and vermin. Kotar solution should be used regularly to flush the toilet. Used in solution, so its cost is small. Manufactured in carbolic co-efficient 10-5-3 and 2.



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SOCIAL DISEASES

have their birth from insanitary and improper surroundings as much as from any other cause.

Outdoor toilets not only are a disease menace in themselves, but are an embodiment of the mild indecencies, and lack of modesty which all communities are endeavoring to overcome.

Schools provided with outhouses, unclean, and with foul and suggestive pictures are a menace to future generations.

Public officials are responsible for immorality and disease so long as they allow these breeding places to exist.

ODERLESS,
COMFORTABLE,



SANITARY,
CONVENIENT

Solves with one blow all those problems.

"No Sewers or Water Necessary"

Simply turn the valve twice a year.

Eliminates the outdoor privy nuisance; endorsed by leading sanitarians - - approved by state, county and city officials.

"District and State Dealers or Salesmen Wanted".

Send
For Catalog A.

Dail Steel Products Company
Lansing, Michigan
120 Main St.

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This



(Concluded from Page 94)

ber of children have been placed under treatment for the defect noted.

Arlington, Mass. A dental clinic is proposed for the benefit of the school children. The clinic will obviate the necessity of students going to Boston.

Worcester, Mass. Four additional nurses have been recommended by the board of health for school work.

The Home Bureau, recently organized at Umatilla, Ore., has inaugurated hot lunches in the schools. A portable electric sewing machine and a milk testing apparatus have also been added to the equipment.

The public schools of Newton, Kans., have recently adopted a set of rules to govern the exclusion of children who are afflicted with any contagious disease, and to fix the time of their re-entry after recovery. The rules which were prepared by the medical fraternity of Harvey County, read as follows:

Length of Quarantine.

Scarlet Fever. Fourteen days from the disappearance of the rash, provided the discharge from the eyes, ears and nose are well cleared.

Diphtheria. Seven days from the disappearance of the membrane or after a negative throat culture.

Measles. Twenty-one days from the appearance of the rash, but not until the discharge from the eyes, ears and nose have ceased.

Mumps. Seven days from the disappearance of all swelling.

Smallpox. Until the whole skin is free from pustules and desquamation is complete.

Whooping Cough. Forty-two days from the commencement of the whoop, provided the cough has ceased.

Chicken Pox. Until the crusts have fallen off the eruption. This may be from one to three weeks.

Liberty Measles. Twelve days from the appearance of the rash.

The children associated in the same home as a quarantined member must observe the same time

of quarantine and detention from school as the affected one. However an effort should be made to segregate all other children of school age, preferably by removal to uninfected quarters or by removal of the infected one to other quarters and a proper fumigation of the infected quarters. The children so segregated may return to school when the following time after exposure has elapsed:

Scarlet Fever, 7 days.
Diphtheria, 8 days.
Measles, 14 days.
Mumps, at once.
Smallpox, 21 days.
Whooping Cough, 14 days.
Chicken Pox, at once.
Liberty Measles, 14 days.

The above represents the minimum time of detention and is subject to such additional restriction as may be deemed necessary by the county physician.

A proper fumigation of home and clothing where required by the Board of Health Rules must be complied with in all cases before admission to school.

All pupils that have been detained from school by any contagious disease or have been absent more than three days by any illness must furnish a certificate from the family physician, county health officer, or the school nurse before they will be allowed to re-enter school.

Everyone Should Know.

1. The County Health Officer, some other physician or school nurse, should be notified inside of 24 hours of every case of illness in the household if the symptoms of the illness appear to be more than a headache, toothache and the like.

2. That anyone attending school in which any member of the household shows symptoms of contagion should remain on the premises until the Health Officer, some other physician or the school nurse has been notified of the condition and instructions given as to privileges and restrictions.

3. That no one of a household in which there has been contagion will be permitted to return to

school without a written permit from the Health Officer, some other physician or the school nurse.

4. The school nurse can be reached between the hours of 8:00 and 9:30 A. M. and between 4:00 and 5:00 P. M. by calling the superintendent's office. Between the hours of 1:00 and 2:00 P. M., she may be had by calling her residence.

CALDWELL BILL IN FORCE.

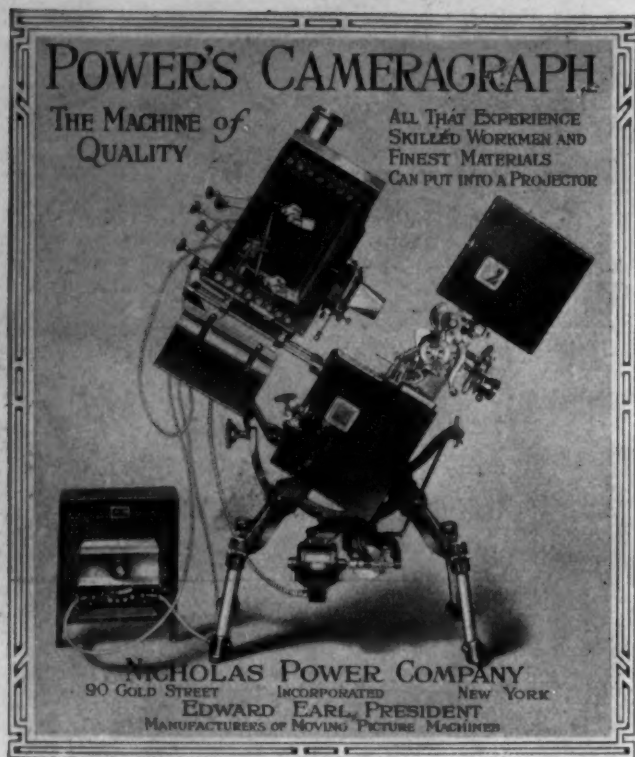
The Caldwell Bill under which the surplus machine tools owned by the War Department and not any longer required for government purposes may be sold has been approved by the President and a large number of machine tools will thus become available for use by trade, technical and other schools. The tools will be sold at the rate of 15 per cent of their cost.

A statement by the War Department shows that altogether 2,500 machine tools are available, valued at about four million dollars. A complete bulletin listing each of the tools, describing their class, type, size, maker and the address of the district office at which they are for sale, has been prepared. The bulletin includes a statement of the service condition of each machine. Information about the tools may be had by addressing the Machine Tool Section, Washington, D. C., or any of the branch offices maintained for sales of materials by the Air Service, the Ordnance, the Signal Corps, etc.

BUSY SUPERINTENDENTS.

A special committee of the Nebraska Teachers' Association has recently compiled a mass of important data relative to various items of school administration and finance in the several towns of Nebraska. The material was compiled from reports gathered from 350 towns and cities of the state and covers assessed valuations, general school levy, minimum and maximum grade salaries, high school salaries, janitors' salaries.

It is pointed out, as a result of the investigation, that the cost of board and room should not be more than fifty per cent of the actual amount necessary as a minimum wage. In the determination of salaries there should be added to the minimum, an additional sum for superior prop-



In Competitive Test

By the Board of Education, Newark, New Jersey, of the nineteen professional projectors purchased, were

Power's Cameragraphs

This test was of a most exacting nature and again demonstrated the superiority of the

POWER'S CAMERAGRAPH

Where the highest type of professional projection is desired



aration, experience and demonstrated success in teaching.

Supt. E. C. Hartwell of Buffalo, N. Y., has announced the early reorganization of the school system on the six-three-three plan as soon as the proposed new high schools are erected. The new arrangement will offer greater opportunities to the pupils and will eliminate many of the criticisms made against the former plan.

The recent decision of State Commissioner John H. Finley of New York State in upholding Supt. Wm. L. Ettinger in his controversy with the board of education, is interpreted by Supt. Ettinger to sustain every contention of the superintendent and to direct the board to revise its bylaws in conformity with the state law.

While the decision does not mention the school survey, which Dr. Ettinger declared was so devised to usurp his powers, it is assumed that the decision on the bylaws logically precludes the conduct of a survey independent of him.

The decision lays down with admirable clearness the general principle that a lay board of education of seven members is not empowered by the statute to supersede the professional staff in matters of educational and business administration. The board of education, altho clothed with very great powers, must function with the superintendent of schools who is the chief executive of the school system.

A warning against Bolshevism and its possible spread in San Francisco thru the medium of the schools was sounded by Superintendent Alfred Roncovieri and George E. Gallagher, president of the board of education at the teachers' institute.

Mr. Roncovieri dwelt at length on the dangers of Bolshevism and the necessity of education of the masses as the best safeguard against anarchy. Gallagher's talk was very short, but its effect was startling. He warned against the "foe within" and declared that "false leaders" in the schools would make the teachers fail in their efforts for the proper education of the young.

"There are only a handful," he said, "but insidious seeds grow and spread. See to it that you are not misled by false prophets."

School teachers of Burlington, Vt., have re-

cently organized a Public School Teachers' Association for the promotion of the general welfare and improvement of the teachers in the schools. Both men and women are eligible to membership.

The new organization plans to conduct an investigation of living costs in Burlington for teachers, and to find out what it actually costs on an average to live properly, how much is being paid teachers in other cities of the state and in cities of the same size in other states, and to enumerate the items of living expense for a school teacher. The findings are to be placed before the public, with the idea of improving living conditions both for the community and for the good of the teachers.

Another feature will be the promotion of a campaign dealing with facts in connection with the teaching profession, in which it is planned to enlist the cooperation of the citizens as well as the teachers.

Dr. Wm. H. Allen, as a member of the joint legislative committee on administrative reorganization of Ohio, has recommended two years of teaching service in the schools for those who are to be trained free of charge in the higher institutions of learning. Dr. Allen holds that students at state institutions should show their willingness to perform such service in their special lines of interest, or they should be made to pay for their education.

The plan, according to Dr. Allen, works to the advantage of the state and the individual. It gives the state a constant supply of teachers and enables many who would not otherwise contemplate teaching, to discover this as the lifework for which they are best suited.

The American Federation of Teachers at its Chicago convention in December amended its constitution, admitting to membership associations of public school principals, assistants to principals, and heads of departments or other supervising officers, except superintendents, provided there has been a union of classroom teachers for at least six months. Admittance is conditional on the approval of the local union or unions of classroom teachers.

The Nebraska Teachers' Association, at its recent meeting, defeated the proposed constitution under which it was planned to eliminate the central meeting and to substitute for it a number of district meetings. The action which provides for the retaining of the state-wide feature, ends a bitter fight in the association.

San Francisco public school pupils have saved \$500,000 in eight years, Philip J. Lawler, manager of the Bank of Italy's school saving department, reported to C. A. Farnsworth, associate director of the war loan organization of the twelfth federal reserve district. This is an average of \$62,500 per year.

The Bank of Italy started its school savings work in 1911-12, using the school penny stamp system, which, two years ago, was combined with the government's thrift and war savings stamp plan of saving. Since the first issue of war savings securities the bank has cooperated with the government closely in its thrift work, and is now operating in nearly 250 schools of 16 counties of California.

In the last 105 school days Lawler's report, shows that San Francisco pupils have saved \$41,578, with 90,941 children participating. For the 39 school days up to December 1, country schools saved \$5,485 thru the purchase of thrift and war savings stamps and school penny stamps, making a grand total for the sales of the San Francisco and Country schools of \$47,064.

The board of education of Marshalltown, Ia., has recently established a dental clinic, with Dr. R. E. Burke in charge. Examinations of the teeth of all the children have been made and it has been ordered in certain cases that immediate attention be given by the pupil's regular dentists. Free treatment is provided at the clinic for children who cannot afford to pay the amount charged by regular dentists.

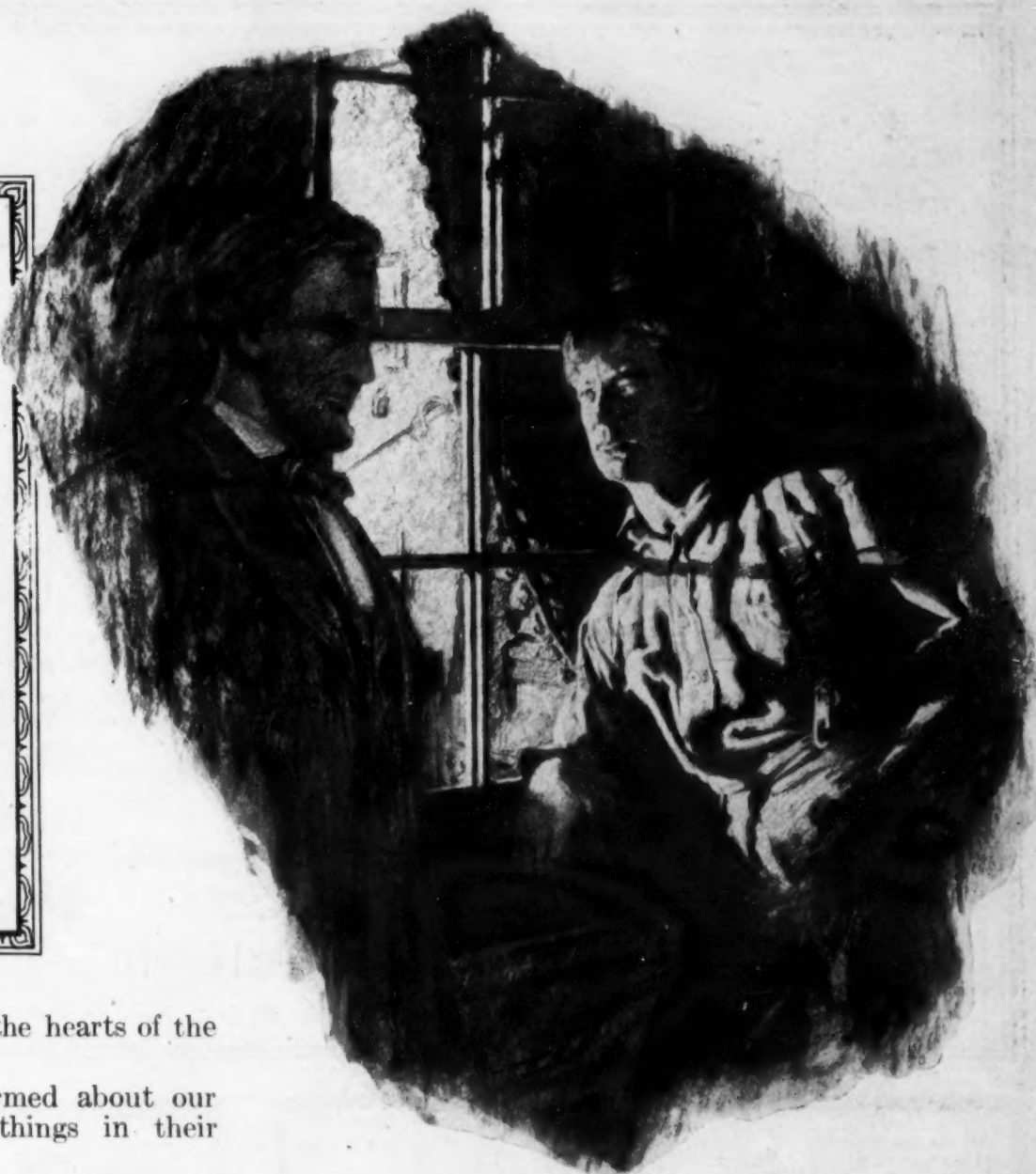
Hamburg, Ia. The board has given increases of \$10 per month, effective for the remainder of the school year.

Practically three-fourths of the Boston teaching staff will benefit thru the \$384 increase provided in the bill recently passed by the state legislature.

A Government Resolution

"**B**E it resolved that it is the sense of the Joint Committee on Education of the United States Senate and House of Representatives that the motion picture industry of the United States be requested to do all that is within its power to up-build and strengthen the spirit of Americanism within our people."

Adopted on Dec. 17, 1919 by the Joint Committee on Education of the U. S. Senate and House of Representatives



THE future of America lies in the hearts of the young.

The way their ideas are formed about our country is one of the biggest things in their education.

The screen has never given a finer example of its power to instill love of country into young hearts than this stirring Paramount Artercraft Picture, "The Copperhead," which had just been made when the above resolution was passed.

All you have taught about history, good government and good citizenship will be illuminated by the exploits of Milt Shanks.

Milt Shanks loved his country well enough not only to risk dying for it, but to live for it, living for it through all kinds of odium, eating his heart out in secret, not able to tell wife, child or friend.

What was it the President asked Milt to do?

See "The Copperhead" and you will find out.

And in the finding out your pupils will realize that the strongest waters of patriotism run deep and silent.

"The Copperhead" is full of stirring, military action and excitement.

You will enjoy it every bit as much as the young folk.

Verify the date it is coming to your theatre and arrange for the whole school to go.

Demonstrate to exhibitors of motion pictures that they really have your co-operation when they show *better* Motion Pictures.

ADOLPH ZUKOR presents

The COPPERHEAD

WITH LIONEL BARRYMORE

Founded on the play of the same name by Augustus Thomas, from a story by Frederick Landis.



FAMOUS PLAYERS-LASKY CORPORATION
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NEW YORK



Adapted and directed by Charles Maigne

A Paramount Artercraft Picture



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To teach without using visual education is to walk with one leg—to work with an arm tied behind you. Teach in the up-to-date way. It will pay!



To illustrate. Geography is hard for most pupils. Ridges are hills; or hills are mountains; actual mountains have been seen by only a few. But the Ford Educational Weekly motion pictures, showing human life in relation to mountains—plains—valleys—and rivers, makes the pupil instantly to visualize—and so to know. In the Ford Weekly the pupil has experienced Geography!

The Ford Weekly, with films on geography, history, industry, science and home, makes teaching a joy to the teacher because it makes

learning a joy to the pupil. It lifts off of your shoulders most of the drudgery. Dull pupils wake up. All pupils take on a new interest. It's quite unbelievable—until you try it.

Ford Weekly films—one new one each week—are distributed by the Goldwyn Distributing Corporation from 22 leading cities. This reduces express charges to a minimum.

It's our pleasure to get into touch with Teachers, Principals, and School Boards. Tell us your problems. If you will fill out, sign and mail the coupon below—do it now—today—don't delay—it will receive our instant response.



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- ☐ Yes. ☐ No. Is your School now a subscriber to the Ford Educational Weekly?
☐ Yes. ☐ No. Have you ever seen a Ford Educational Weekly film?
☐ Yes. ☐ No. May we lend you one gratis to throw on your screen?
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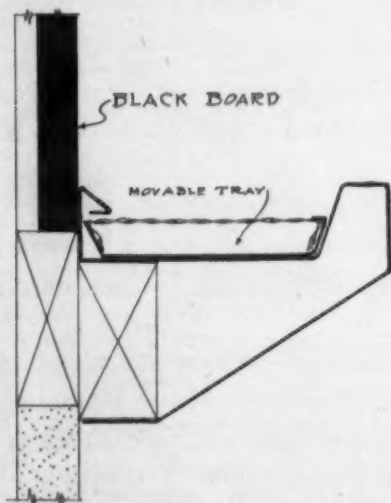
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If your school has no projector, or a poor one, we will assist you to get in touch with the best projector made.



End view, showing manner of installation.

Dudfield's Dustless All Metal Chalk Rails

Made of one piece of sheet steel with inside dust tray and movable wire screen. The most approved sanitary appliance for the school-room. Have your architect specify it.

Write for information.

DUDFIELD MFG. CO.
LIBERTY, MO.



Instructors

—Attention!

E DUCATION these days involves the use of motion pictures in practically all subjects.

If your school has a good projector (a projector is the machine which throws the motion picture onto the screen) you are in a position to draw "standard books" as it were, out of the greatest motion picture libraries of America.

As, however, a poor projector kills a good film, the choice of a projector is VITAL. No one should think of buying a projector until the DeVry has been seen at its work. We will demonstrate the DeVry for you from one of 60 cities—the one nearest you. Write us—no obligation involved.

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Every School Should Have—

A Premier Pathéscope Portable Safety Motion Picture Projector



for its Science work alone, to tell the story of practically the whole animal kingdom from Jelly Fish to every race of Men—the story of plant development—of Chemistry and Physics. All of these things, heretofore, have not been clearly demonstrable in either printed description or illustration for want of ACTION. The Motion Picture shows every process of change. It produces conviction. It indelibly stamps itself in the youthful mind. It is the Educators Most Efficient aid. The superiority of Pathéscope for this purpose has been signally recognized in its purchase and adoption by nearly one hundred of the Public Schools in New York City alone.

Machine and Films inspected by Underwriters' Laboratories, Inc., and labeled: "Enclosing Booth Not Required."

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Greater illumination guaranteed than obtainable with any other Portable Projector and surpassed only by the arc.

Churches and Sunday Schools formerly deploring the fact that the motion picture shows were sapping their attendance, have found the Pathéscope an obvious solution. Pathéscope Films illustrate important Biblical and Missionary topics as well as innumerable Literary, History, Travel, Science and Industrial subjects of an entertaining and instructive nature.

The Pathéscope Educational Film Service offers the largest Circulating Library in the World of Safety Films. Every phase of human activity is covered by the Pathéscope Film Service.

Films also made by our experts of YOUR OWN SCHOOL ACTIVITIES. Send for our booklet, "Education by Visualization"—the royal road to learning, which lies along the film highway.

See for yourself the PREMIER PATHÉSCOPE at the N. E. A. Booths Nos. 45-46-47. Cleveland, Feb. 23-26, or at Pathéscope permanent headquarters.

The Pathéscope Company of Chicago

17 NORTH WABASH AVENUE

CHICAGO, ILL.

Agencies and Service Stations in Principal Cities.

DEPARTMENT OF SUPERINTENDENCE, N. E. A.

Tuesday, February 24, 9:45 A. M. Reorganization Program.

The Democratization of Supervision, Mr. J. F. Holic, Chicago Teachers' College, Chicago.

The Socialized Recitation, Mr. C. S. Pendleton, University of Chicago, Chicago.

Program of Thrift Education, Mr. William M. Lewis, Director of Savings Division, U. S. Treasury.

America's Gift to France, Pres. John Grier Hibben, Princeton University, Princeton, N. J.

8:00 P. M. Semi-Centennial Program.

Five Decades of Educational Progress, Dr. A. E. Winship, Journal of Education, Boston, Mass.

Five Decades of Rural Education, Mr. Lee Driver, Director of the Bureau of Rural Education, Harrisburg, Pa.

Current Tendencies and Problems, Supt. R. W. Himelick, Fort Wayne, Ind.

Schools of Tomorrow, Mr. Angelo Patri, Principal School No. 45, New York City.

Wednesday, February 25, 9:45 A. M. Financial Program.

Educational Opportunity in Relation to School Revenue, Pres. J. A. H. Keith, Indiana Normal School, Indiana, Pa.

Teachers' Salaries, Supt. J. W. Withers, St. Louis, Mo.

Methods of Financing Large City School Systems, Supt. W. L. Ettinger, New York City.

Post War School Budget Making, Asst. Supt. P. C. Packer, Detroit, Mich.

The Teacher Shortage—Causes and Remedies, Pres. J. P. Battenberg, Northwestern State Normal School, Alva, Okla.

8:00 P. M. Americanization Program.

Address, Miss Gildemeister, Dean, Minnesota State Normal School, Winona, Minn.

Address, Mr. Franklin D'Olier, Pres. American Legion, New York City.

Address, Pres. W. A. Jessup, University of Iowa, Iowa City, Ia.

The Responsibilities of Citizenship, Prof. Graham Wallas, University of London.

Thursday, February 26th, 9:45 A. M.

A Federal Department of Education, Dean W. P. Burris, University of Cincinnati, Cincinnati, O.

Practical Workings of the Smith-Hughes Law, Pres. J. Stanley Brown, Northern Illinois Normal School, DeKalb, Ill.

Teachers' Organizations, Mr. L. D. Coffman, Dean of the Department of Education, University of Minnesota, Minneapolis, Minn.

Relation of Federal Government to Education, Judge H. M. Towner, Congressman from the Eighth Iowa District, Washington, D. C.

8:00 P. M.

Constructive Factors in Education, Supt. J. P. Garber, Philadelphia, Pa.

The Greatest Need in Public Education Today—Wise and Responsible Leadership, Supt. E. C. Hartwell, Buffalo, N. Y.

Address, Dr. Franklin Giddings, Columbia University, New York City.

Address, Hon. James M. Cox, Governor of Ohio.

Friday, February 27, 9:45 P. M.

Recent Innovations in American Education. Physical Education, Dr. Frederik W. Maroney, Trenton, N. J.

Immigrant Education, Miss Ruby Baughman, Los Angeles, Calif.

The Opportunity School, Supt. C. M. Cole, Denver, Colo.

The Junior College, Prin. Jesse B. Davis, Grand Rapids, Mich.

New Hampshire Plan of Americanization, Maro S. Brooks, Concord, N. H.

Boy Scouts Anniversary.

The Boy Scouts of America will celebrate the tenth anniversary of the Scout movement during the week of February 8th to 14th and in connection with the celebration will issue an invitation to the people of America to adopt for the week at least the Scout habit of doing one good turn daily.

The week is to be observed by Scouts in schools, churches and other public and private places. On Sunday evening, February 8th, Scouts in every community will unite in a renewal of their Scout oath and will stand at scout salute.

"The Boy Scouts of America closes the first decade of its successful boy-building service on February 8th, 1920," said James E. West, Chief Scout Executive of the National Boy Scout Council. "Out of the experiences of years that are past it projects into the future a program of extensive development to reach more boys and of intensive development to better serve every individual registered Scout. The National Council, to whom is given the nation wide administration of this work, is asking for the renewal of the cooperation of every 1919 helper for the bigger piece of work before it in 1920, and the enlistment of another 100,000 volunteer leaders to make possible the extension of Scouting's benefits into new fields so that a tremendously larger proportion of the boyhood of America may be served."

The Boy Scouts of America have at present a total membership of 470,000, of which approximately 370,000 are Scouts, 15,000 are Scoutmasters, 17,000 are Assistant Scoutmasters, 50,000 Troop Committeemen and 19,000 are Officials and Members of Councils. The entire organization has only 250 paid leaders, the rest are volunteers. The Scouts are organized along community lines and have branch organizations in public and parochial schools. The latest radical extension of the Scout movement has been the organization of Scouts in the Catholic parochial schools of practically all the large cities of the country.

During the war the Scouts made a notable record for selling Liberty Bonds, War Saving Stamps, and for rendering valuable service to the Red Cross and the several war drive committees. Nearly 100,000 Scouts earned the United States Treasury Department Medal in the Liberty Loan Drives. The Scouts have adopted for the reconstruction period—"The War is Over, But Our Work is Not."

BOARDS.

Dallas, Tex. The school board has been asked by the local branch of the American Legion to discontinue the use of the flag as a means of punishment. It has been the practice at one of the schools to require any pupil who is tardy to take the flag from the wall, roll it up and place it on the teacher's desk.

The Royal Road to the Mind



THERE may be "no royal road to learning" but the path through the eye is certainly shorter. Children reason first with their sight; their judgment is actuated by the visual powers.

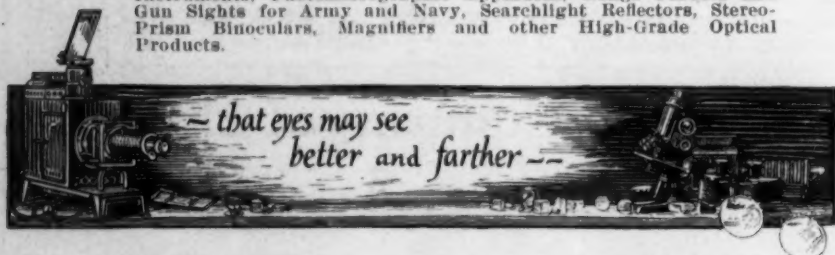
Just consider, then, how invaluable the BAUSCH & LOMB BALOPTICON is in classroom, laboratory and auditorium. Models are made for showing either lantern slides or opaque objects (photo prints, postcards, specimens, etc.) or both.

The Balopticon "speeds up" impression making and makes it everlasting. The name of the maker is your guarantee of long, thorough service.

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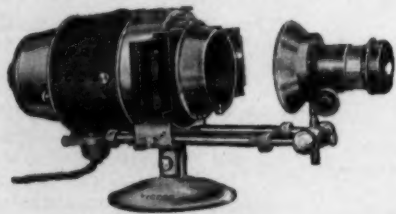
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Educational and Americanization work with the use of the
VICTOR PORTABLE STEREOPTICON



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SLIDE SUBJECTS**

Our Slide Library contains over 17,000 subjects and progresses with the changing demand.

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Unexcelled for School Purposes



Motiograph's simplicity and ease of operation, together with high class material used in the manufacture of parts, such as the genuine steel gears, sliding disc connection for framer, etc., make it a machine which will last for years.

For Perfect Projection, Use the Motiograph
(Will take all standard size films)

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MICROSCOPES, MICROTOMES, DELINEASCOPES,

MAKE AN INSTINCTIVE APPEAL
TO THE LABORATORY WORKER

It isn't only their accuracy and utility. It's something in the finish, even more in the design but in addition to all these, it is those little things—clever little devices, which accomplish the same end but in a better way—exactly the way that the laboratory worker wants them.

These are the distinctive features of Spencer instruments, made distinctive because our designers, experienced laboratory workers, possess the laboratory viewpoint.

Spencer Microscope No. 64

has become a standard for High School and College general laboratory work. It's distinctive in that it has a side-fine adjustment which will not show lost motion because there are 34 threads of the screw always engaged instead of but one as in others. It has other advantages.



SPENCER MICROSCOPE

No. 64B—Equipped with objectives 16 mm. and 4mm., double nosepiece, one Ocular, iris diaphragm. Complete in cabinet, \$53.25.

Discount To Schools



Send for 1920 Catalog

Spencer Lens Co.
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Educators Know The Value Of Visual Instruction

Psychologists maintain that 85% of our abiding impressions come to us by way of the eye.



True Illustration!

Twelve year old girl visited Teachers' Institute with Teacher. Saw demonstration of Projector. Picture was, "Cheese Making in Holland." Three months later Superintendent visited school. Scholars were studying Holland. Teacher asked girl to tell about picture. Girl talked interestingly for 15 minutes. Superintendent much impressed. Telegraphed, same day, order for Victor Safety Cinema.

THE VICTOR SAFETY CINEMA

With its Educational NON-INFLAMMABLE Film Library is the logical equipment for school use.

No Fire Risk

With hundreds of students in a school building it is criminal to submit them to avoidable fire dangers. Inflammable film is extremely dangerous for school use unless the same precautions are taken as in motion picture theaters. But large, properly ventilated fire-proof booths are impractical for school use.

The efficient school projector is a portable projector using non-inflammable film. The VICTOR SAFETY CINEMA is portable and bears the Underwriters' Official Label: "ENCLOSING BOOTH NOT REQUIRED."

Excellent Film Service

Adequate service is impossible except where the best pictures by all producers are collected into one Library. Because Safety Standard film is of different width and perforation than Theater Standard, producers have willingly thrown open their Libraries to us. The difference in film protects them from interfering with theatrical contracts.

We can offer you hundreds of subjects especially adapted for school use.

Jot This Item In Your Note-Book Now!

"Important. Inform delegate to Cleveland Convention of VICTOR SAFETY CINEMA. Have him look up demonstration booth and get full particulars."

United Projector & Film Co.

69-71 W. Mohawk Street

BUFFALO, N. Y.



THE CLEVELAND SCHOOL SYSTEM.

(Concluded from Page 39)

Classrooms have been reduced in size by re-designing the furniture, and the closest co-operation exists between the Architectural Department and the Educational Department in the planning of buildings and the equipment of them in order to reduce waste area and to design equipment so that the room it occupies may be reduced to a minimum. Double use of space is considered wherever possible and the studies now going forward by the two departments will undoubtedly produce better results even than have already been obtained.

The Educational Council.

In 1917, Superintendent Spaulding invited the organization of the Cleveland Education Council. The form of the organization was worked out by representatives elected by the whole teaching force and adopted by vote of the teachers. The membership of the council elected by vote of the teachers, consists of twenty-six representatives of the various branches of service, from kindergarten to normal school, inclusive. Frequent meetings are held with the superintendent. Either the superintendent or council may initiate the discussion of problems of interest to the schools. The council acts in an advisory capacity to the superintendent, representing the interests and the points of view of those engaged in all parts of the system.

Business Management.

The Executive or Business management department is in charge of the Director of Schools, Mr. F. G. Hogen. It is worthy of remark that the cooperation between the executive and the educational departments is close and cordial. With ancient legislative limitations, and modern costs, the day of a director of schools is longer

than a union card prescribes. "He that ruleth over Israel shall neither slumber nor sleep." The director is ably assisted by Mr. W. R. McCornack, Chief Architect, who plans and superintends the construction of all new buildings, and by Mr. J. J. Kissick, who has in charge the maintenance of physical property.

The Board of Education.

The Board of Education consists of the following membership: Mr. E. M. Williams, President; Mrs. Virginia D. Green, Mrs. Clara Tagg Brewer, Mr. B. D. Quarrie (vice-president), Mr. F. W. Steffen, Mr. J. P. Harris, and Mr. J. H. Harris. The board members are elected at large for a term of four years. The president is elected from the board membership.

The clerk of the board, who also acts under the law, as treasurer, is Mrs. Sarah E. Hyre.

DEPARTMENT OF ADMINISTRATION. Committee on Standardization of Schoolhouse Planning and Construction.

The Department of Administration of the N. E. A. will hold during the Cleveland convention of the Department of Superintendence, a session devoted to problems of schoolhouse planning and construction. The meeting will be in charge of the Committee on Standardization. The following program has been prepared:

Illumination Required for Classrooms, Prof. Frank N. Freeman, University of Chicago, Chicago.

New Types of School Buildings Being Erected in Cleveland, Mr. W. R. McCornack, Architect of the Cleveland Board of Education.

Physical Education and Recreation in Public Schools, Mr. C. B. J. Snyder, Architect of the New York Board of Education.

Some New School Buildings in Massachusetts, Mr. Frank Irving Cooper, Architect, Boston, Mass.

Address, Col. Leonard P. Ayres, Director of Education, Russell Sage Foundation, New York City.

BUILDING AND FINANCE.

Omaha, Neb. A bond issue of \$5,000,000 was voted recently by the citizens for school building purposes. The issue is in addition to a previous one for \$1,000,000 voted upon in April, 1918.

Plans are being prepared for a Commercial-Technical High School which is expected to cost \$1,750,000 or more.

St. Paul, Minn. An additional bond issue of \$1,000,000 in connection with the school building program is necessary according to Commissioner Wunderlich. Mr. Wunderlich bases his estimate on the trend of prices disclosed by bids on the first group of buildings for 1920. Prices at present levels have made the cost of schools about twice as much as they were previous to the adoption of the program.

Philadelphia, Pa. The tax rate for 1920 has been raised from \$1 to \$2.15, an increase of more than one hundred per cent. The school tax has been increased from \$0.50 to \$0.70, making a forty per cent raise. A comparison of the two departments resulted in a severe arraignment of the present city administration which has been charged with waste and profligacy.

The State Board of Education of Indiana has appointed a committee which is to prepare plans for a model one-room rural school. The committee is composed of three members, Mr. Clifford Funderburg, Mrs. E. E. Olcott and Mr. E. B. Wetherow, state high school supervisor.

Wichita, Kans. The board has ordered the erection of fireproof temporary barracks for the high school building. Inasmuch as the buildings are to be used two years it was decided to incur the added expense and also to comply with the building code of the city.

The State of California will offer for sale several tracts of vacant school land in Imperial, San Luis Obispo and Monterey counties, some of which have proved to be potential oil lands, according to an announcement made recently by W. S. Kingsbury, State Surveyor General. Several tracts in Imperial county are in the vicinity of the Coyote wells near which a recent drilling produced oil.

UNDERWOOD & UNDERWOOD, INC.

Beg to Announce

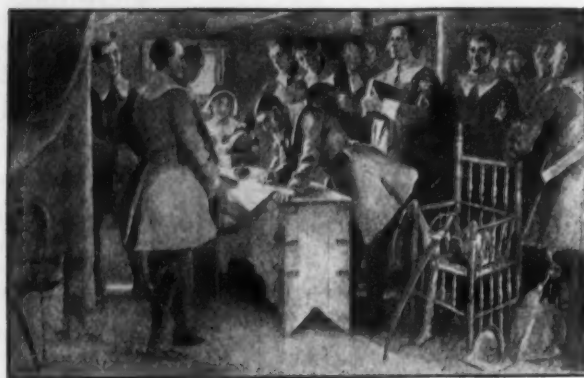
that they will have an exhibit at Booths 50 and 51 at the N. E. A. meeting Cleveland, Ohio, week of February 23, 1920, and extend to you a cordial invitation to visit our demonstration and let us show you the real value of VISUAL INSTRUCTION material as applied to the needs of every grade in the school from kindergarten to high.

Whether you are now using a VISUAL INSTRUCTION system in your schools, or whether you contemplate the installation of such material, we believe a visit to Booths 47 and 48 will be helpful in familiarizing you with the development along this line.

Come and see us. We will not burden you with a lot of literature but will take your name and mail you full descriptive literature to your home address.

"The function of books is supplementary—they form an INDIRECT means to knowledge when DIRECT means fail—a means of seeing thru other men what you cannot see for yourself—they give second-hand facts in place of first-hand facts."—Herbert Spencer.

THE UNDERWOOD SYSTEM OF VISUAL INSTRUCTION SUPPLIES A DIRECT MEANS TO KNOWLEDGE, GIVING THE CHILD FIRST HAND FACTS TO BUILD UPON, THEREBY ACCOMPLISHING JUST WHAT HERBERT SPENCER REALIZED WAS LACKING AS THE MEANS TO A QUICK UNDERSTANDING OF THE SUBJECT STUDIED BY THE CLASS.



Signing the Compact on the "Mayflower"
From the Original Drawing by J. Steeple Davies

THE SIGNING OF THE MAYFLOWER COMPACT NEARLY THREE HUNDRED YEARS AGO WAS THE BEGINNING OF FREE GOVERNMENT IN THE NEW WORLD, AND MARKS THE SECOND GREAT STEP IN INDIVIDUAL LIBERTY. THE MAYFLOWER COMPACT WAS THE FIRST WRITTEN CONSTITUTION IN THE NEW WORLD. IT WAS AN AGREEMENT BY WHICH ALL CITIZENS PLEDGED THEMSELVES IN THE PRESENCE OF GOD AND ONE ANOTHER TO ENACT SUCH LAWS AS THEY MIGHT NEED AND TO WHICH THEY PROMISED STRICT OBEDIENCE.

Americanization Course Visualizing United States History

covers the six most important periods in the Evolution of Freedom
6 sets of 51 to 57 slides each, one rental with manuscript.....\$6.00
Selling price complete with manuscript, per set.....\$60.00

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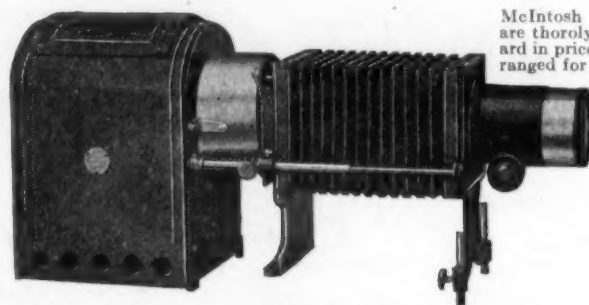
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EFFICIENCY—clear, sharp, brilliant pictures—the very finest results on the screen—are necessary.

QUALITY—of material and construction giving rigidity, and at the same time flexibility of adjustment, long life and service.

UTILITY—adaptability to all sorts of conditions—simplicity and ease of operation—instant use at any time—no delay or fuss or fancy "operating".

You'll find it all at reasonable prices,
in McIntosh Honest Lanterns.
See them at the Cleveland meeting.



McIntosh Educational Slides are thoroughly pedagogic, standard in price and quality and arranged for practical teaching.

Grouped as follows:

Catalog

A—Agriculture

E—Geography & Industries

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The Automatic Sciopticon, at \$48.00 is the ideal class room or small auditorium lantern, and includes Mazda lamp and automatic slide changer. Ask about our free trial offer.

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WAY—
Learning
by
Heart



The
NEW
WAY—
Learning
by
Sight

This is a scene in MEXICO brought by the LANTERN SLIDE right into the school-room. The pupil actually SEES the native at work filling the pig skin with the juice of the maguey plant. He correlates it with the text-book lesson. He KNOWS it BY SIGHT. Then he talks freely about it before the class, because

VIVID IMPRESSION insures FREE EXPRESSION

There are 600 slides, or duplicate stereographs of such scenes in our "600 SET"; first GEOGRAPHICALLY classified; then each subject so uniquely cross-indexed that 20,000 references and more are available from the original 600.

HOW—Our "600 SET" SYSTEM WORKS—WHY

It MEETS the NEEDS is fully explained in literature which is sent on request.

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MEDART PLAYGROUND EQUIPMENT

SHAPES MIND AND BODY

Clean, healthful play on ample, spacious playgrounds fitted with modern playground equipment—these are the things that mold today's children into better men and women of tomorrow.

LEADERS IN THE FIELD

Builders for 50 years of every kind of gymnasium apparatus for men, the Medart Company has naturally taken and held the leadership in the playground movement and the perfecting of playground equipment rightly fitted to train growing children.

Catalog "L" and suggestions for playground installations will be sent if requested on your letterhead.

See our Representative and Exhibit at the Cleveland Convention.

FRED MEDART MFG. CO.,

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CENTRALIZATION IN CUYAHOGA COUNTY, OHIO.

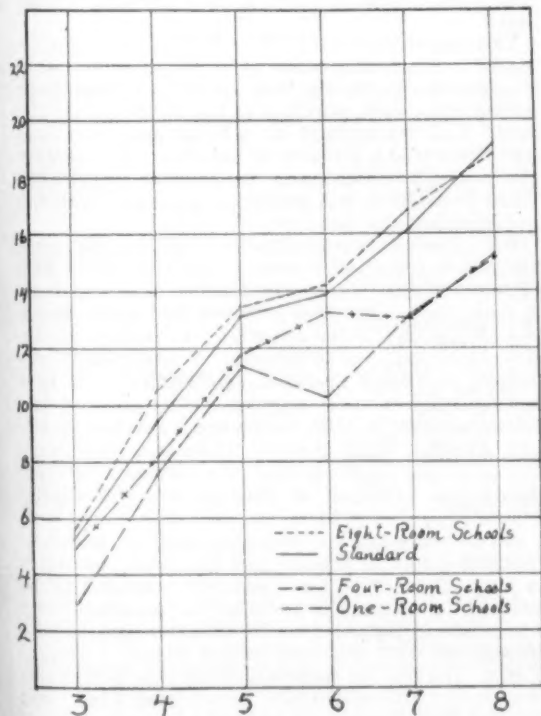
(Concluded from Page 42)

It will be noted from the above chart that in reading the one-room and even the four-room schools with only two grades for a teacher fall far below the standard while the same work in the eight-room school is pretty generally above standard.

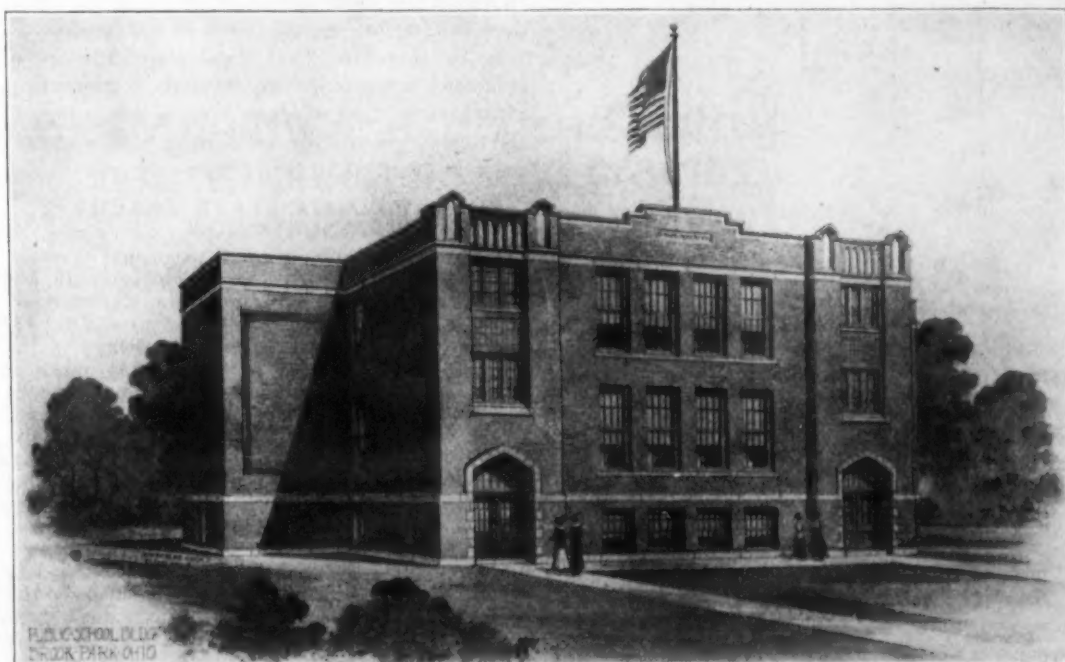
The above results in reading, spelling and arithmetic should convince any one that it is

time to abandon the inefficient out-of-date one-room school. One of the tragedies in this county is that people apparently take better care of their farm animals than they do of the education and training of their boys and girls. Despite the fact that Cuyahoga county has more miles of good roads than any other like rural area in the United States it is still possible to drive over Cuyahoga county and see forlorn and dilapidated one-room school buildings with small useless and ill-kept grounds, while just across the road will be seen beautiful homes with all of the modern conveniences and fine

barns for the farm animals. The people of this county have never intended and do not now intend to neglect their boys and girls, but they have overlooked the fact that the one-room school has become so ineffective as an educational agency. The dismal one-room, box-car type of school building with the old unsightly stove or heater, with its whitewashed or dirty walls, cross lights, window ventilation, with no playgrounds and its insanitary condition in general is a disgrace to any community. With all this, is it any wonder that good teachers either will not go to or stay in such a school; that the



Result of Silent Reading Tests in Rural Schools of Cuyahoga Co., Ohio.



BROOK PARK CENTRALIZED SCHOOL, CUYAHOGA COUNTY, OHIO.

Rural Schools Demand Running Water



THIS picture shows the Taylor University, Upland, Ind., one of many schools which have installed the National Fresh-from-the-Well Water System. The officials have declared themselves highly pleased with the service.

On application we will gladly send you our illustrated booklet together with list of rural schools now using the National Fresh-from-the-Well Water System. Or our engineers will gladly answer any questions without cost to you.

MODERN rural Schools insist on sanitary drinking fountains and indoor toilets. This great improvement in school conditions has been made possible by the National Fresh-from-the-Well Water System.

This system operates by compressed air. It has no water storage tank to freeze or cause water to stagnate. Water is brought right from the well—fresh, clear and sparkling.

By installing a second pump, running soft water may be had. By putting in a coil heater, running hot water may also be had.

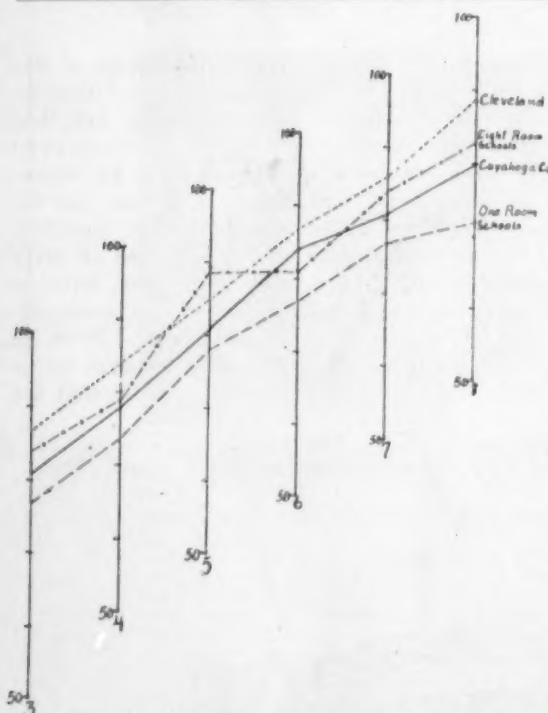
THE NATIONAL SYSTEM CAN BE
INSTALLED AT VERY LOW COST.

UNITED PUMP & POWER CO.

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NATIONAL
Fresh From The Well
Water System



Results of Spelling Tests in Schools of Cuyahoga County, Ohio.

boys and most of the girls drop out before they have completed the eighth grade; and that the per cent of actual daily attendance falls far below that of the centralized or consolidated school?

The limits of this paper will not permit further detailed account. In the following brief summary it will be noted that very rapid progress has been made. Within the five years, just passed bond issues totaling \$2,638,000 have been passed for enlarging or erecting new school plants.

School Buildings in Use.

	One Room	Two Rooms	More than Two Rooms	Total
1914.....	96	18	20	134
1919.....	40	16	34	90
When new buildings now under construction are completed	19	10	42	71

COMPULSORY ATTENDANCE LAWS.

(Concluded from Page 47)

of poverty or because the support of self or dependents is necessary; fifty-three per cent in states in which the law is not enforced by a truant officer, and thirty-four per cent in states in which the chief executive officer of the school does not decide on the issue of the permit. I take it, therefore, that these standards are of sufficient importance to demand consideration, inasmuch as they affect so large a percentage of the school population of certain states and of the United States.

PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

The Pennsylvania State Educational Association held its annual meeting in Philadelphia, December 29 to January 1, inclusive, Superintendent F. E. Downes of Harrisburg, presiding. It was one of the most successful meetings in the history of the Association. Thirty speakers of national reputation from outside the state of Pennsylvania, as well as scores of educational leaders within the state, took part in the program. The convention was addressed by Gov. William C. Sproul. Among the subjects discussed in the general meetings were: "How Should the Schools in a Democracy Function and Citizenship", "Teacher Crises", "The Demands of Democracy", "The Junior High School", "Popular Art Instruction and Our Industrial Future", and "Reconstruction in Education". A part of one session was devoted to memorial exercises in honor of Nathan C. Schaeffer, Charles B. Robertson and L. E. McGinnes.

MRS. SUSAN M. DORSEY ELECTED LOS ANGELES SCHOOL CHIEF.

Mrs. Susan M. Dorsey, who has been connected with the Los Angeles public school system for the past 24 years, was recently elected superintendent of schools to succeed Dr. Albert Shiels. Mrs. Dorsey was elected by a vote of five to two. J. B. Monlux, acting superintendent of schools, received one vote and one was also cast for Ernest J. Lickley, director of the department of compulsory education and child welfare. Mrs. Dorsey is the only woman superintendent of schools in a metropolitan city in the United States.

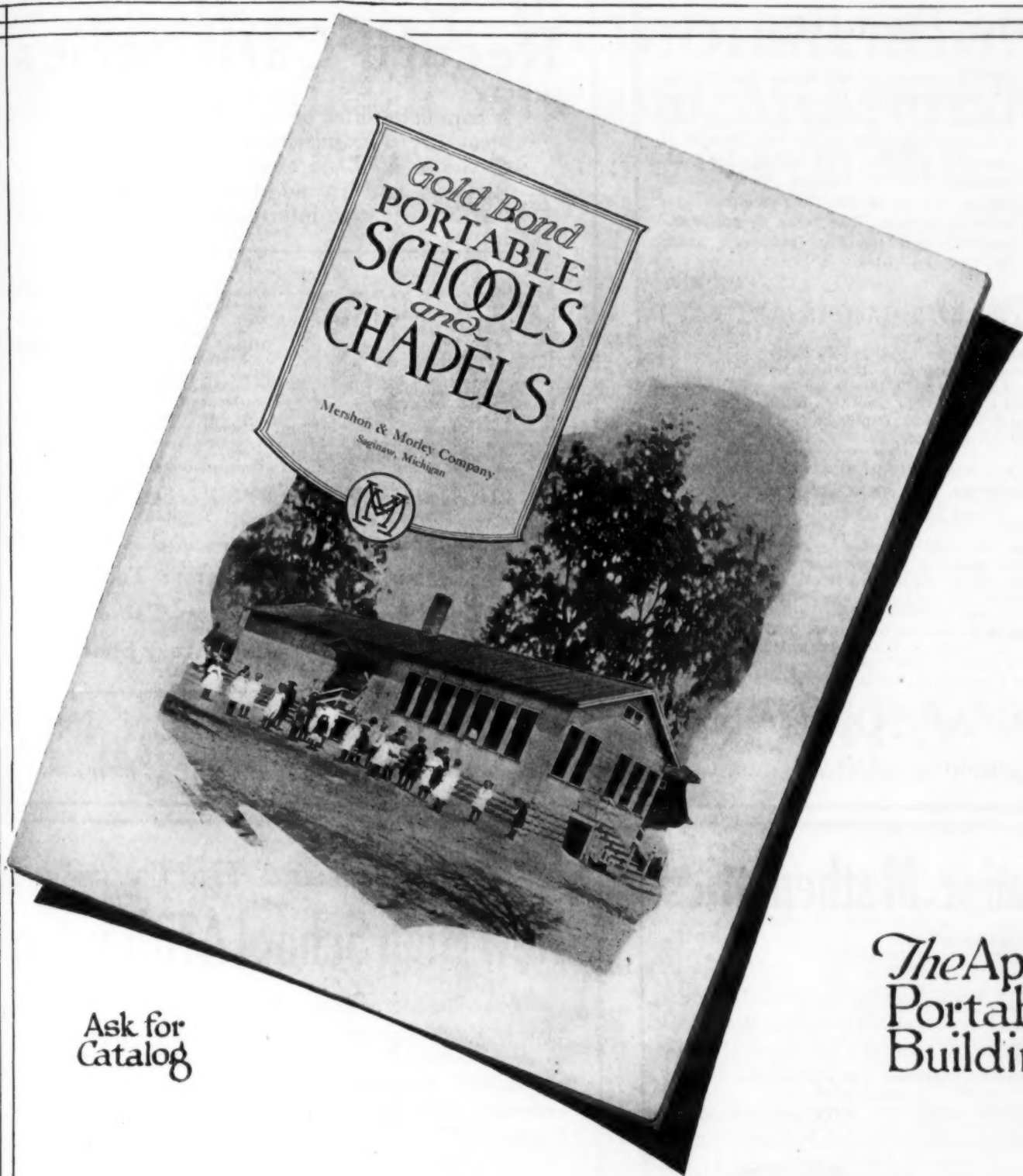
A resolution setting the salary of the superintendent at \$8,000, the appointment to be for four years, beginning January 1, was adopted by the board.

The appointment of Mrs. Dorsey as superintendent of schools came as a complete surprise to everyone, including Mrs. Dorsey. It was made known some days previous to the election that the board had determined on a local appointee and that there was a division of opinion. Mrs. Dorsey had never been seriously considered outside the board because it was generally reported that she had declined the position.

Mrs. Dorsey is vice-president of the National Education Association and a member of the executive council of that organization. She was born in New York state and received her early education there. She later attended Vassar and graduated from there with honors. Subsequently she taught at Vassar, moving to California in 1884 and settling in Los Angeles. She entered the school system in 1896, becoming a teacher in the Los Angeles High School; then she was made vice-principal and, during the absence of Mr. Hough the principal in Europe, she was acting principal of that school.

Seven years ago she was appointed an assistant superintendent of schools and has since continued in that office. She has been instrumental in instituting a number of reforms in the school system. She is regarded as progressive and is well acquainted with the local school needs.

Mrs. Dorsey is member of the Los Angeles Woman's University Club, the Vassar Club, and the Phi Beta Kappa and several other educational societies of national importance.



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NEW BOOKS

A Point Scale for Measuring Mental Ability.

By Robert M. Yerkes, James W. Bridges and Rose S. Hardwick. 218 pages. Price, \$1.25. Warwick & York, Baltimore, Md.

Of these authors Professor R. M. Yerkes is assistant professor of comparative psychology, Harvard and psychologist to the Psychopathic Hospital, Boston. The other two have been connected with the Psychopathic Hospital, but are now working in other institutions. It will be noted that all have been occupied in studying the working of the mind and have thus been in training for the construction of tests and standards measuring mental ability.

Great credit is given to the work of Alfred Binet, indeed this book is dedicated to his memory; still these authors wished and worked for a more satisfactory scale of measuring mental ability. So they gave up Binet's "arrangement of tests in groups corresponding to years of chronological age—and the consequent expressing of results as 'mental age'; and second, the 'all-or-none method of scoring.'" The Point-scale contains a smaller number of tests, scores by full and partial credits;—"affording a basis for fuller and more exact comparisons between different individuals and between different examinations of the same individual"—and minimizes the influence of the personal equation of the examiner.

Tests were given to 805 of whom 76 were adults. Tables show returns from English and non-English groups. Other tables show returns from groups arranged with reference to age, sex, nationality, social standing. From these and other data norms or standards have been deduced. The original Point-scale was for pre-adolescents only. This scale has been revised and full directions for

using the required material are given an examiner. In the opinion of Professor Yerkes it may be useful in testing older subjects. However, he is working for a scale larger and more practical in its scope.

Principles of Agriculture.

By John H. Gehrs, B. S., M. S. Cloth, 594 pages; illustrated. Price \$2.25. The Macmillan Company, New York.

Farm crops, farm animals, soils, horticulture, farm management, form the main divisions of this solid book. In the chapters on grains and grasses, a good seed bed, systematic cultivation, improvement of seed are made prominent. The advantages resulting from keeping animals are ably presented. Emphasis is laid upon systematic feeding types to be found in a good breed, improvement of breeds. It is illuminating to read of the agencies that have helped in the slow formation of soil, of the differences in soil, of its fertilization and proper cultivation. The feeling deepens that good soil must not only be obtained, but maintained.

The 203 illustrations and map tell a varied story. It is out of the question even to name the facts summarized in the many tables. Important points are often numbered and placed in vertical columns. In these ways facts are impressed upon the mind thru the eye. Short sentences often condense entire paragraphs. "Hogs are mortgage lifters," "Cotton is a ready money crop," "An apple a day keeps the doctor away," "Tractors and automobiles cannot drive out the horse," are merely examples.

Facts, figures, tables, summaries, discussion are steadily used to show "that there should be a greater production of agricultural products at a lower cost."

Hamilton's Essentials of Arithmetic. Book I.

By Samuel Hamilton, Ph.D., LL.D. Cloth, 12 mo. 368 pages; illustrated. Price 52 cents. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

Hamilton's Essentials of Arithmetic. Book II.

By Samuel Hamilton, Ph.D., LL.D. Cloth, 12 mo. 432 pages; illustrated. Price 68 cents. American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta.

It has been said that many old accepted truths have to be restated in new terms for each succeeding generation. The fundamental principles of arithmetic are fixed—else they would not be fundamental—still in these books page after page of problems express the highly practical interests and conditions of the present.

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Clear type, very clear figures, many diagrams, tables upon which work is based cannot fail to meet with approval.

An Introduction to Economics.

By Graham A. Laing, M. A. Cloth, 454 pages. The Gregg Publishing Company, New York, Boston, Chicago, San Francisco.

The present unrest among industrial classes renders a sane discussion of economics most timely. This discussion may not directly reach the masses, to say nothing of the classes, but some of these facts and truths will gradually influence individuals.

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Verse Writing.

By William Herbert Carrauth. Cloth, 123 pages. Price, 80 cents. The Macmillan Company, New York.

This author maintains that verse-making like music, painting, sculpture has its own technique

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(Continued from Page 109)

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Fire Protection for Schools.

By H. W. Forster. Paper, 6"x9". Price, 25 cents. The National Fire Protection Association, Boston, Mass.

This pamphlet presents in very compact form a practical discussion of the causes of fire hazards in schools and the means of obviating them. He takes up details of arrangement, construction and equipment and makes specific recommendations for safeguards both to life and property. The book may well be read in connection with preliminary studies for new school buildings and should be in every school board library.

Experimental Education.

By Frank N. Freeman. 220 pages. Price, \$1.30 net. Houghton Mifflin Company, Boston, New York, Chicago.

Without training under a competent instructor and the use of suitable apparatus it is out of the question to make a fitting review of this scholarly book. Only a few generalizations can be safely offered.

It is stated that practical problems in education have been studied in the light of the psychological principles involved in them. The attention given to learning and memory is only an apparent exception, as learning and memory have a wide application. A study is made of handwriting, reading, number. Tables give the results of

experiments with groups of subjects. Questions make the subject matter more definite, reference books show where a still wider outlook may be obtained.

"Experimental Education" is the second volume this author has written upon psychological problems involved in education. A recent gathering of psychologists at Harvard to discuss topics of this nature shows the growing importance of this subject.

A Child's First Steps in French.

By Arthur Vizetelly. Cloth, 64 pages. Price \$0.50. Illustrated. Isaac Pitman & Sons, 2 West 45th Street, New York.

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Revised Edition. By Thomas Allen Reed. Cloth x and 128 pages. Price \$1.25. Isaac Pitman & Sons, New York.

An intimate acquaintance with scientific terms would not come amiss to a court or scientific shorthand reporter. As this cannot be reasonably expected this volume is designed to assist those who may be called upon for technical reporting. The terms for which contractions are given are grouped under the headings mechanical, legal, medical, figures, Latin quotations, French words and phrases.

Coriolanus.

By William Shakespeare, Edited, with introduction and notes by H. D. Weisler, A. B. Cloth, 288 pages. The Macmillan Company, New York.

Since the text of this play has many obscure passages and presents many difficulties the editor has felt that more notes and explanations than usual would be helpful. A summary is placed be-

fore the notes on each act and most of the scenes. A list of topics for themes is exceptionally good.

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Marjorie Daw Goliath and Other Stories.

By Thomas Bailey Aldrich. Paper, 87 pages. Houghton Mifflin Company, The Riverside Press, Cambridge, Boston, New York, Chicago.

In April, 1873, "Marjorie Daw" was published in the Atlantic Monthly. Unless they looked ahead, probably few of the interested readers did not stare, draw a long breath, perhaps laugh over the last sentence, "There isn't any Marjorie Daw". The naturalness of the details was so great that after the first shock was over readers were amused at having been so completely taken in. In this group of stories "Goliath" and "Our New Neighbors at Ponkapog" have an unexpected ending.

Fine thought and finished form make this number of the Riverside Literature Series delightful reading for pupils of the second half of the eighth year.

Applied Arithmetic.

By N. J. Lennes, B. S., M. S., Ph. D. and Frances Jenkins. Cloth, 283 pages, illustrated. J. B. Lippincott Company, Philadelphia, London, Chicago.

This book is the first of a three book series and is intended to cover the work in arithmetic of the second, third, and fourth grades.

Much drill in the use of abstract numbers, examples whose conditions will naturally interest children, many diagrams and illustrations, games of group competition, suggestions for the making of problems by children, are features which would seem to insure profitable work.

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(Concluded on Page 113)

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(Concluded from Page 111)

pany. New York, Boston, Chicago and San Francisco.

A well proportioned sketch of the causes, leaders, progress, crises, present status of the settlement forms the last section.

The Grammar of Present Day English.

By Carl Holliday. Cloth, 159 pages. Price net, \$1.00. Laird & Lee, Inc., Chicago.

As you read chapter after chapter you can easily imagine a thoro scholar so thoro he knows what to leave out talking to a group of boys and girls about present day English. Questions may be asked and the questioners are advised to find examples in some good newspaper, magazine or book of what they have been talking about. Present good usage seems to be a final authority. So the talk goes on, following a well defined plan until in a clear, concise, simple fashion the essentials of present day English have been covered.

Ways of the Woods.

By Dallas Lore Sharp. Paper, 119 pages. Houghton Mifflin Company. The Riverside Press, Cambridge, Boston, New York, Chicago.

A long, familiar acquaintance with growing plants, birds, small animals marks these selections also "Roof and Meadow," "Tales from Birdland," "Seasons of the Year," etc. Little by little readers are told what may be seen, heard, learned of Nature in Hingham, on Mullein Hill, and even upon the flat roofs of a block in the heart of Boston. It is all good reading, it is all interesting reading. It should make us open eyes and ears to what is close, very close to many of us.

The Book of Ice Cream.

By Walter W. Fisk. Cloth, 12 mo., 320 pages. Price, \$2.50. The Macmillan Co., New York.

While this book is modestly designated as a text, it is in reality a very complete treatise on the manufacture and handling of ice cream and its marketing. The work takes up in detail the nature and preparation of ingredients used, recipes for standard types of ice cream and other frozen foods, equipment, refrigeration, freezing and hardening, judging and defects of ice cream. Considerable space is devoted to bacteria in ice

cream, and the testing of materials and finished ice creams. The final chapters discuss the business aspects of manufacture and selling, the construction and arrangement of factories, and the chief laws controlling the industry.

The book will be found valuable for special courses in agricultural colleges and for reference.

Making Tin Can Toys.

By Edward Thatcher. Cloth, 12 mo, 214 pages. Price, \$1.50 net. J. B. Lippincott Co., Philadelphia, Pa.

This book will appeal to teachers of elementary sheet metal work, to instructors in occupational shops of hospitals and to boys who love to tinker. It takes up in detail the processes of turning the humble tin can, salvaged from the kitchen trash bucket and the shop waste heap into useful novelties and joy giving toys.

The number and character of toys presented is astonishing from the standpoint of child interest, variety, mechanical ingenuity and artistic design. The book will be eagerly used in any school where simple sheet metal tools are accessible.

PUBLICATIONS OF INTEREST.

An Experiment with Two Latin Tests. Prepared by Miss Mary M. Wentworth. Issued by the Division of Educational Research, Los Angeles, Calif. The pamphlet is the result of an experiment conducted by Miss Wentworth in the local high schools and is a distinct contribution to the literature of educational measurement in secondary schools.

Plan of Safety Instruction in Public and Parochial Schools. By Dr. E. George Payne. The booklet has been issued by the National Safety Council as a part of its campaign to secure the adoption of the St. Louis plan of safety instruction in every school in the country. It discusses accident prevention, correlated lessons, safety speeches, dramatization and safety organization.

Annual Report of the Secretary of the Board, Tacoma, Wash., for the year ending June, 1919. Alfred Lister, secretary.

Annual Report of the Department of School Hygiene of the Board of Directors, Milwaukee, Wis., for the year ending June, 1919.

Birth Statistics for the Birth Registration of the United States, 1917. Third annual report, price, \$0.40. Issued by the Bureau of the Census, U. S. Department of Commerce, Washington, D. C.

Standardization of Medical Inspection Facilities. By J. H. Berkowitz. Bulletin No. 2, 1919, U. S. Bureau of Education, Washington, D. C. The material contained in this pamphlet was obtained from a careful study of the medical inspection facilities in the schools of New York and other American and foreign cities. It discusses medical inspection facilities, school clinics, and essential requirements for school medical room.

Jackstraw and the Goat. M. W. Arleigh. Jackstraw Primer No. 2. Published by the Crown Publishing Co., So. Pasadena, Calif.

Bid Sheets and Specification Forms Used for the Purchase of Industrial Equipment for the East Side High School, Cincinnati, O. Elmer W. Christy, Director of Industrial Arts. The information covers mill rooms, cabinet making, pattern making, sheet metal, electrical, printing, foundry, forging and machine shops, and drafting rooms.

Teachable Facts About Bolshevism and Sovietism. Institute for Public Service, Wm. H. Allen, Director, New York, N. Y. The pamphlet in its summarization of the facts about bolshevism takes into consideration the nation-wide need for (1) square facing of the fact that a world competition has begun between two different types of government, the soviet and our own form of representative democracy, and (2) preparation of teachers and pupils everywhere to think straight about proposals for greater participation of labor in the products of its toil. The pamphlet traces bolshevism to its birthplace, describes its effects in Russia, the treatment of bolshevism by the Allies, the desires and teachings of bolshevism, and the status of the organization in this country.

Manual for Conservation of Vision Classes. A manual to assist in the establishing and conduct of classes for the conservation of vision. By Winifred Hathaway, secretary of the National Committee for the Prevention of Blindness. Pamphlet No. 18 of the National Committee for the Prevention of Blindness, 130 East 22nd St., New York.

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Position
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THE "HELPING TEACHER".

(Concluded from Page 26)

ducts a discussion. As there are only eight of them they can get something out of it that is not possible in a larger group. Since conditions have brought into the schoolroom so many unskilled and unfitted teachers, this definite, detailed help is more necessary than ever if we want to save the children.

In our neighborhood there is at present a school that lacks ambition, spirit, and a lot of other things. Last Friday Miss Smith spent the afternoon in that school, brought the teacher home with her and sat up far into the night going over the situation. On Saturday she took her to a meeting and then home. Tomorrow she is going to bring the eighth grade pupils of the same school down to the high school in town, which they will attend next year if they can qualify. Next week she proposes to bring some of the mothers to see the high school and to visit this parent-teacher association. If she could manage to have that board visit this board and this school she would be pretty well around the compass.

Miss Smith frequently follows up a case of discipline, or eye strain, or uncleanness, into the home, in a way that a man simply could not do. In many cases she is helping the children by first helping the mothers. Her work along this line has been so effective that a welfare organization has become interested and one district now enjoys a visiting nurse, who spends part of her time in the homes, part in the schools.

No matter how perfect the engine, nor how much steam it generates, it is not effective until the steam reaches the vital part of the machinery and the engine moves. No matter how ex-

pensive and elaborate our educational system—national, state, and county—it is not effective until it reaches the vital part, the *child*, and there gets its re-action. The teacher is the final point of contact in this system, but the Helping Teacher is the one best fitted to make and keep that teacher an efficient and sympathetic medium.

These Helping Teachers are women of poise and ability. They organize parent-teacher associations and keep them going, they arrange for group meetings, for progressive teachers' clubs, for circulating libraries, farm and cooking demonstrations; they plan corn and poultry contests; and they bring a valuable contribution to county and state meetings.

One of the surprises that these women sprung on the state and county officials, and on themselves, is the important place that they have come to occupy. Their opinions are sought, they are given a large share in the programs, and their ranking officers, from the State Superintendent down, freely admit the help that they personally receive. The Helping Teachers are rapidly becoming, not subordinates, but co-workers with the superintendents.

THE VANISHING SUPERINTENDENT.

(Concluded from Page 30)

assume that unless their movement is checked, or unless some new method of administering a school system without a superintendent is discovered, the schools of the future will fail to function according to our preconceived notions. The trained superintendent is vanishing. A clear realization of the problem will go a long way toward solving it.

RURAL HEALTH VERSUS CITY HEALTH.

(Concluded from Page 36)

science and our present problem is both to con-

tinue discovery and to apply generally the principles already known. In this movement the consolidated rural school has a prime part to play.

A STUDY OF FAILURES.

(Concluded from Page 33)

ning of the tenth grade is so large as to create a definite social problem. It is not probable that economic conditions have much to do with this loss as a family that can maintain a child thru the eight grades and enter the child in the ninth grade can in the great majority of cases continue the boy or girl in the high school. The change in organization from the traditional 8-4 plan has been helpful in retaining a larger number in school, and such change in the curriculum and in subject matter as to appeal to the ninth grader as productively worth while will do much more.

Modifications of the traditional organization, and supervised study serve to reduce the number of failures.

Inexperienced teachers form too large a constant element in our school system. It is possible that the quality of educational results is thereby lowered.

A glance at the per cent of failure in the various subjects raises the question whether any subject should include such material, or be taught in such a way, or both as to fail so large a number of pupils.

PERSONAL NEWS.

Mr. I. G. Sargeant, Principal of Public School No. 10, Paterson, has recently been elected president of the New Jersey Teachers' Association. Mr. Sargeant has been active in securing and maintaining the enactment of the tenure of service law and securing the safeguards desired by teachers in the new pension law.

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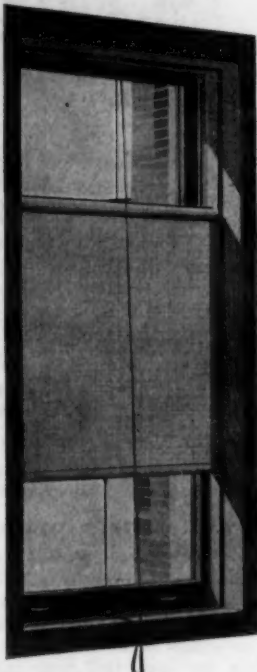
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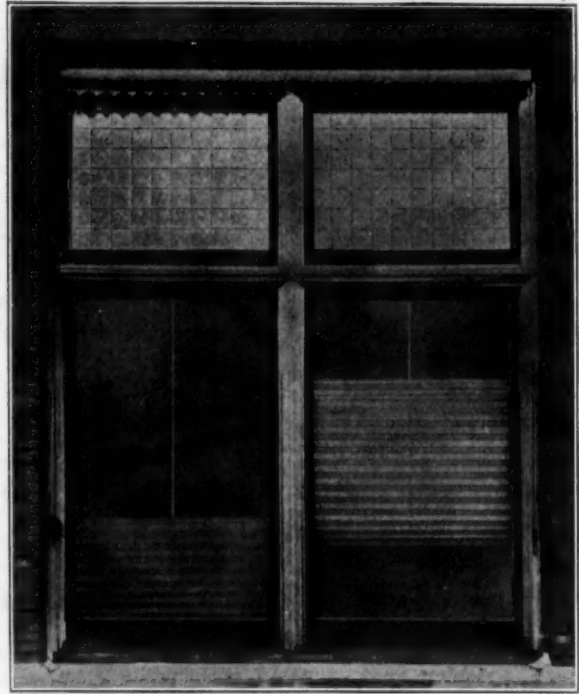
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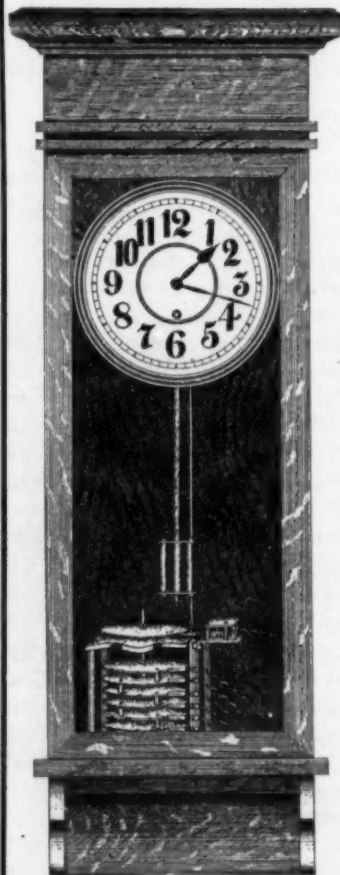
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(See Report of the Commissioner of Education for 1913—the most recent official statistics on this subject.)

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(See the latest roster of the National Shorthand Reporters' Association as published in its "Proceedings" for 1917.)

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ROOF PLAYGROUNDS IN SAN FRANCISCO.

(Concluded from Page 45)

with a hose, which is done regularly. The roof is so arranged that the water from the heavy rains is quickly drained off.

Roof playgrounds are provided in San Francisco to overcome natural limitations of building sites due to the hilly topography of the city and, in the case of the Chinese school, due to the crowded condition of the Chinese quarter. The roof playgrounds are safe, clean, and cool and easily supervised.

PRUDENCE AND PUBLIC SENTIMENT.

(Concluded from Page 49)

from a nearby city to go thru all the business transactions of the last three years. This man came and after working six weeks was forced

to confess that he could find nothing dishonest or irregular.

The new board was a bit disappointed because the members could find nothing to reform, so they laid the blame of the whole affair upon Mr. K., whom they discharged as soon as his contract had expired.

There are two policies open to every school board. One is to act secretly and to conduct its affairs without the knowledge or approval of the public. The other is to take the public into the board's confidence and to act in accord with all the progressive citizens of the community. The former method is easier and brings better immediate results. The latter calls for more effort and is slower to bear fruit. But the public is always suspicious of any group of men

who appear afraid to discuss their affairs, and I firmly believe that no one ever tried to educate the public on school problems, and did not profit by it.

People who pay money to support a school have a perfect right to know what is done with that money. Aside from any question of right and wrong, there is no better way to point a school administration toward the rocks, than to try to conceal things from the public as the trustees in Mr. K.'s district did.

WALTHAM JUNIOR HIGH SCHOOL.

(Continued from Page 50)

large lot facing two important streets, bordered with fine large elm trees. It is planned to provide shrubbery in addition to the existing lawn

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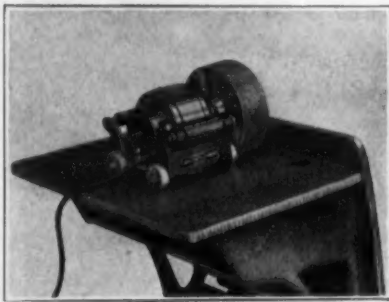
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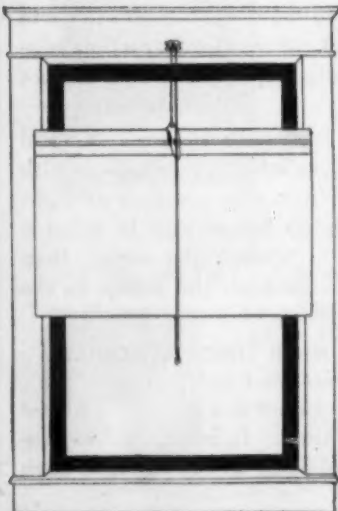
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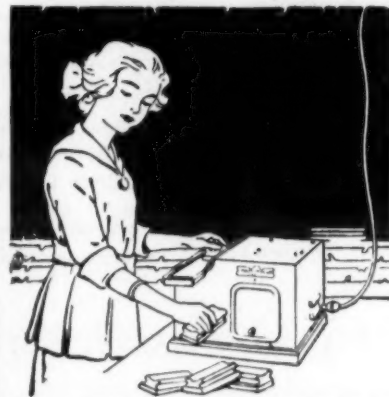
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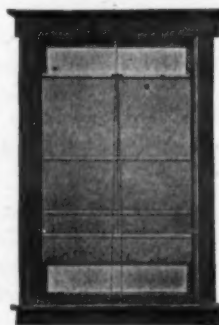
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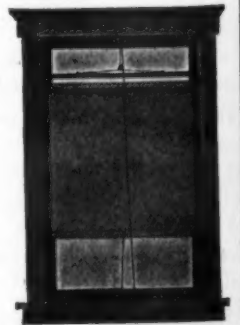
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Best Records are Always Underwood Records

and to retain the quaint old fence consisting of square granite posts with wooden bars.

The basement which is set high out of the ground includes the shops and workrooms and space for physical training. The gymnasium which occupies the center of the building is perfectly lighted and has a ceiling 18 feet high in the clear. Adjoining it are showers and toilets for both sexes. The workrooms include two shops for woodworking and carpentry, a room for printing, a large room for millinery and sewing, a cooking laboratory and storage space. The cooking room is placed adjoining a large open lunch room for boys and girls. The basement is fully wired for electric power to drive the motors of the machinery.

On the first floor there are eight standard classrooms, each equipped with built-in wardrobes and arranged for unilateral lighting. Adjoining the front entrance of the building there are an office for the principal and a retiring room for the men teachers.

The auditorium occupies the space on the first floor immediately above the gymnasium and extends upward to the top of the second floor. It has a seating capacity of 700 and is arranged so that a gallery may be built later to provide space for an additional 100 seats. The auditorium is the largest and most centrally located of the public halls in the city of Waltham and has been treated rather more elaborately than would be the case in a school building that serves merely a local neighborhood. It is planned to equip the room for every general community need which is likely to arise. Space has been provided for four large mural paintings illustrating important events in Waltham history and these will be mounted as soon as the building is complete. The paintings are

intended not only to beautify the room but to serve a real educational purpose for the pupils of the school and for the adults who attend the lectures and other public functions in the room.

The second floor contains two large laboratories for science, a large study room and standard classroom, two rooms for the commercial department, a library and a sun classroom. The last mentioned room is in the southeast corner of the building and especially fitted for the use of children who are likely to be under-nourished or inclined toward tuberculosis. A special room is provided for dental clinic purposes and is

available not only for the children enrolled in the school but for the community at large. An emergency room for the nurses is also arranged for.

The building including plumbing, wiring and heating and excluding furniture and lighting fixtures, will cost slightly less than \$200,000. On the cubic basis this is approximately 26 cents per cubic foot.

HOW A SMALL STATE HOUSES ITS SCHOOL CHILDREN.

(Concluded from Page 55)

it is out of level by as much as twelve inches. This building has absolutely nothing to recommend its continued use for school purposes, and everything to warrant the recommendation that it be closed, and that in its place a modern school structure be provided.

Mr. Jones Becomes Superintendent.

Mr. Robinson G. Jones, for the past two years deputy superintendent of schools at Cleveland, O., has been elected superintendent for a three-year term, at a salary of \$10,000 per year. Mr. Jones who succeeds Dr. F. E. Spaulding, will take his new office on August first, at which time the latter goes to a professorship at Yale University.

Mr. Jones was brought to Cleveland by Dr. Spaulding because of strength as an administrator and his standing as an expert on junior high schools. He is a graduate of Ohio Northern University and has taught in rural and village schools in Ohio. He received the master of arts degree from Columbia University.

After serving as principal of several high schools in Illinois, he was chosen superintendent of schools at Rockford, Ill., where he developed a system of junior high schools which brought him into prominence as an educator. He is the author of several widely used textbooks and of a reading scale.

During Dr. Spaulding's absence abroad last year as head of the United States Army School, Mr. Jones was in full charge of the school system.

Dr. Spaulding will become professor of school administration at Yale University and will have charge of all the graduate work in education. In his letter of resignation he indicated his desire to enter this work because of its opportunities for wider service along the lines of research and the preparation of school administrators and teachers.



DR. R. G. JONES
Superintendent of Schools-elect
Cleveland, Ohio



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SCHOOLS EVERYWHERE ARE
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Special price this month, dozen \$15.50

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A Flag of sterling quality

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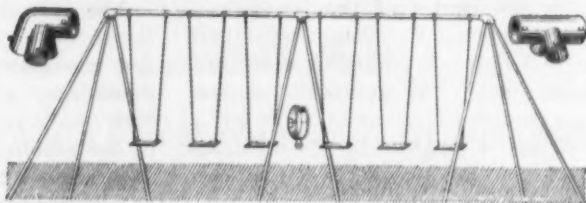
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In Honor of the Men Who Fought in the World War
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All to Special Design. Designs and Estimates Free.
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"It" Gets All The Chalk Dust Without Fuss or Muss

No. 2 Haynes Blackboard Eraser Cleaner

Complete, with Bag, as shown here, ready to attach to electric socket and commence cleaning. Price

\$37.50



The "Haynes" is a simple little machine for cleaning Blackboard Erasers, which it does in a most thorough and effective manner, eliminating all the disagreeable, dusty features of the old method of cleaning. No dust in the school room, or in the lungs or clothes of the pupils; no wear or tear on the Erasers, therefore Erasers cleaned the "Haynes Way" last longer and erase better, because "No Dust Remains When They're Cleaned With the Haynes," while the cleaning is done in one-tenth the time, without the usual fuss and muss.

For Sale by all Leading Jobbers. For Complete List see January Issue of this Magazine.

NATIONAL WOOD RENOVATING COMPANY

EXCLUSIVE MANUFACTURERS

Also Sole Owners and Manufacturers, "Casmire Process"

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Modern Schools Demand a Sanitary Cleaning System

THE Spencer Central Cleaning System solves the schoolhouse cleaning problem. It is no longer necessary to endanger the health of teachers and pupils by filling the air with dust and all the impurities that go with it, when cleaning a school building. The Spencer System cleans rapidly and thoroughly, drawing all dust and dirt entirely out of the rooms being cleaned.

WRITE FOR CATALOG

The Spencer Turbine Company

Department A

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Eberhard Faber

makes the highest grade School Pencils in America. They are used in almost every schoolroom.

Write for samples and further information.
Address 37 Greenpoint Avenue, Brooklyn, New York, Desk A.

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Scenery

Asbestos curtains,
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stage scenery for your Auditorium stage. Special, Historic, Scenic or Architectural paintings for front drop curtains.

Twenty years of experience in equipping High Schools has placed us in a position to know the particular requirements for your stage.

See Our Exhibit at Booth No. 183,
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Write us for further information or request call from our representative

Twin City Scenic Company

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Eastern Office:

301 Broadway Market Building,
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We will meet you at the N. E. A. with a complete line of Miniature Designs of

SCENERY

Especially designed for High School Auditorium Stages.

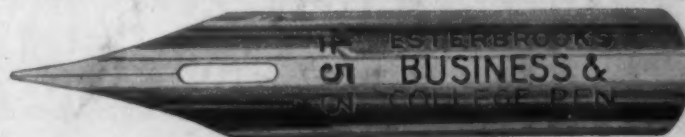
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THE ESTERBROOK PEN MFG. CO.
88-100 DELAWARE AVENUE

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to get samples and information on **DIPLOMAS**. February is none too early to place your order so that we may have time to engrave, print and make shipment.

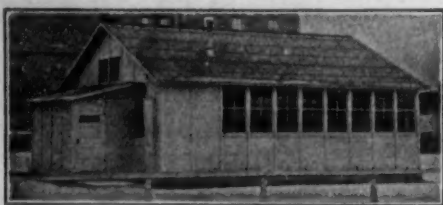
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Diplomas	Teachers' Guides
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Write today for samples of the **METSUCO** line or have our expert advise you on forms, systems, records, school laws, etc.

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If you are in need of Portable School Houses why not get the best? School Boards in thirty-two states are using our houses. Can furnish references in any section. Investigate before buying. We guarantee our

Portable School Houses

to be dry, warm and sanitary, as well as thoroughly insulated, well ventilated and with double walls. Sold in any size, open air and two rooms when desired.

Send for Plans and Prices.

AMERICAN PORTABLE HOUSE COMPANY

3081 Arcade Bldg., Seattle, Wash.



Protect the Health of the Children

If the children in the classroom should be bright and cheery the heat must be uniform and the ventilation just right.

Heating and Ventilation are two important factors in the school room. If the air in the school room is foul and ventilation poor, disease is almost inevitable.

OLD DOMINION PATENT HEATING AND VENTILATING SYSTEM

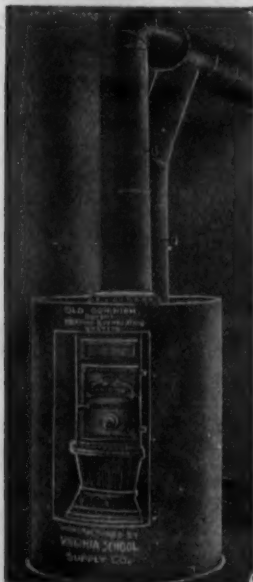
will keep the room fresh with pure air yet warm and comfortable.

No separate independent foul air ducts or flues made of brick or metal are required. It is easy to set up and regulate and will not clog with soot or rot out. Every part is combined and all stove and ventilating pipes up to five feet are furnished.

Our descriptive catalog gives full information and will be sent upon request.

Virginia School Supply Company

2000-2012 W. Marshall St. Richmond, Va.



THE ARMSTRONG COMPANY SECTIONAL SCHOOL BUILDINGS

OUR PLANS
APPROVED
BY YOUR
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AND MEET EVERY
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The **ARMSTRONG SECTIONAL SCHOOL BUILDINGS** are complete in every detail, having double floors, double side walls and ceilings. With every modern convenience makes them the best **Portable School Buildings** on the market today. With the perfect lighting and ventilation, they are without equal. Our buildings can be taken down and moved to another location without mutilating in the least any of the parts. We can prove it. If you write us what you desire, we will send you full details. We are specialists in Sectional School construction.

THE ARMSTRONG COMPANY, P. O., 401, ITHACA, NEW YORK

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To Find It

YOU CAN FIND IT IN HALF A MINUTE

If you use **Roberts & Meck's**

RECORD FORMS, SCHOOL RECORDS

of all kinds. Samples and prices on application.

ROBERTS & MECK

HARRISBURG, PA.



Bossert Schools

Are Warm in Winter and Cool in Summer

We are equipped to furnish any size building on short notice. Prices of same depend on requirements and State Laws—but in every case are the lowest for quality of material supplied. Remember, this is not a cut lumber proposition, and the cost of erecting is a very small item. While not essential, as any unskilled labor can do it, we will, if you desire, arrange to erect all buildings. Buildings can be taken down and re-erected any number of times without marring a single feature.

We have made portable school houses for other people for over 25 years. Now you can buy **Bossert School Houses** with all our new patents and improvements direct from us and save money for your school board.

Write us full requirements and we will send details of cost of building completely erected.

LOUIS BOSSERT & SONS, Inc.

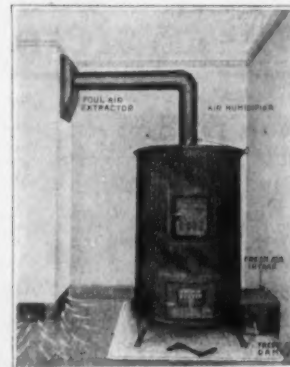
Builders of School Houses for over 25 years.

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Especially Adapted to Portable Schools.



Gives the most perfect heat distribution and greatest amount of ventilation with the least amount of Fuel.

More than 30,000 School Rooms are equipped with it.

In use in most of the Leading Cities.

Write for Catalog.

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A FRONT RANK

School Heater and Ventilator

will not only assure more comfort and better health for both pupils and teacher in your school; it will

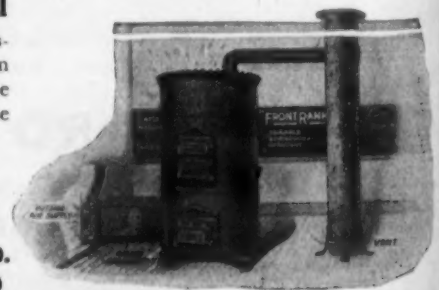
Save Your Fuel

and repair bills, and run satisfactorily with a very minimum of attention and trouble. The best schools are installing the **FRONT RANK**. Get in line.

If your dealer doesn't handle the **FRONT RANK** write for illustrated literature.

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MAKE YOUR OWN INK AND SAVE MONEY!

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REVIEW PAMPHLETS

Every Teacher of common branches should have a complete set of Feldmeyer's Review Pamphlets for supplementary work. Used in every State in the Union. Grammar 50 cents, Geography 60 cents, Plane Geometry 75 cents; Arithmetic, Algebra, U. S. History, and a typical Examination

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Pamphlet (covering all subjects) \$1.00 each. Complete set \$5.85, postpaid and insured. Feldmeyer's Book Store, Annapolis, Maryland.

RECORD SYSTEMS

The Teacher's Standard Class Book — provides a simple and adequate method of recording all class records. Price 60 cents postpaid. The Central

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One twenty pupil Studebaker bus complete with heater. Horse drawn and in fine shape, having been used only about three months. Address Supt. J. D. LaRue, Wayne, Mich.

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"Will it pay me to go to High School?" is the title of an inspiring little booklet to boost your high school attendance. Sample copy 5 cents. 100 copies \$2.00. Thomas E. Sanders, Racine, Wisconsin.

SCHOOL INK

Century Ink Essence — (Powder Crystals) is the most satisfactory and economical ink for school use. Send for sample and price list. Francis J. Peck & Co., Superior Bldg., Cleveland, Ohio.

here's a sanitary way to furnish soap in your gym —

If shower baths are to be really successful soap must be furnished. A large cake of soap, left in the shower for general use, is unsanitary. Dispensing individual cakes of soap is expensive.

The PALMOLIVE Vending System solves the problem. A penny in the slot brings a small cake of soap. Machine requires no attention. The system can be installed in your school without cost. Ask for free book, "Soap and Clockticks."

THE PALMOLIVE COMPANY

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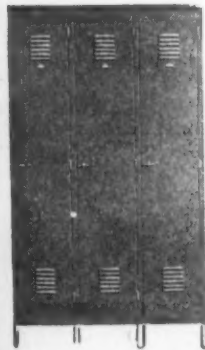
Specialists in Individual Soap for Gymnasiums

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for Schools and Clubs

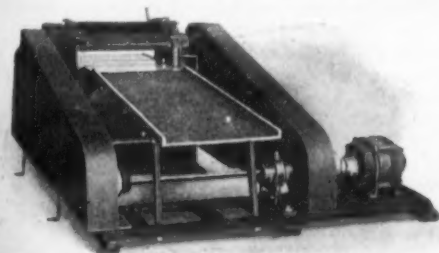
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THE ARMOR CLAD MFG. CO.
CANTON, OHIO



The "Oliver" Surface Planer

is completely guarded. Note the direct connected motor and countershaft on sliding base, also the receiving table.



The workmanship and design of this surfacer will meet the approval of the most critical.

Oliver Machinery Company
Grand Rapids, Mich., U. S. A.

The Last Word in Sanitary Towel Service

Sample package free if you write on your business stationery.



Also makers of Northern Fibre Tissue for lavatories.
NORTHERN PAPER MILLS
GREEN BAY WISCONSIN

Northern

TRADE MARK

FIBRE TOWELS

FOLDED

The Norton Liquid Door Check with Hold-Open Arms

especially adapted for schoolhouse work.

WHY IS THE NORTON CHECK WITH HOLD-OPEN ARMS THE BEST SUITED FOR SCHOOLHOUSE WORK?

1st. The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

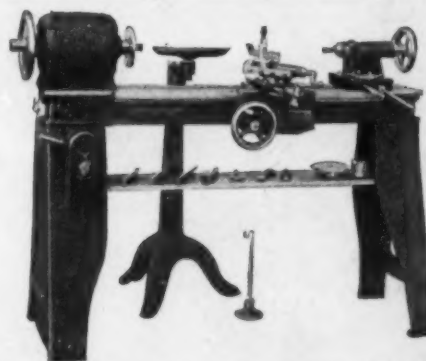
2nd. Having two speeds — the speed at the latch can be set for absolute quiet — no latch necessary.

3rd. The Holder Arm attachment for holding a door open is automatic, a child can operate it — just a push or pull on the door is all there is to do to it. Every schoolroom should have one.



Approved by the National Board of Fire Underwriters Laboratories

THE NORTON DOOR CHECK CO., 904 W. Lake St., CHICAGO, ILL.



If In Doubt

consult the School Authorities of Buffalo, Jersey City, Memphis, San Francisco, Winnipeg, Rochester and a hundred other cities we could name if space permitted and learn what they think of American

Woodworking Machinery for Manual Training Work.

Every School Board should have our catalog on file. Let us send you a copy.

American Wood Working Machinery Co.
591 Lyell Avenue, Rochester, N. Y.

AFTER THE MEETING



An Embarrassing Moment.

A western lady, wife of a school board president in a small town relates this incident: "My husband is not above playing practical jokes on me. One day hearing a rap at our parlor door I suspected that he was at his old tricks again. After a second rap, I quietly put down my sewing, tiptoed to the door and cautiously turned the knob. Then as I swung the door, I cried: 'Boo! you little devil! Come in.' "My embarrassment may be imagined better than described. There stood our new superintendent."

What a Pity.

An untraveled countryman once treated himself to a trip to London. There for the first time in his life he saw a schoolgirl go thru her gymnastic exercises for the amusement of the little ones with whom she was playing.

After gazing at her with looks of interest and compassion for some time, he asked a boy near by if she had fits.

"No," replied the boy; "them's gymnastics." "Ah, how sad," said the man. "How long's she had 'em?"

Pennant Winners.

Teacher—The centaurs were creatures with the head and arms of a man and the body of a horse. Billy (the Ty Cobb of his team)—Gee! What a combination for battin' and base runnin'!

He Forgot His Excuse.

On Johnny's first day at school he was given a registration card on which his mother was to write his birth record. The following day he arrived late and without the registration slip.

"Johnny," said the teacher, "you must bring an excuse for being late, and don't forget the slip about when you were born."

All out of breath next day Johnny rushed in, holding a note from his mother.

"Teacher," he gasped, "I brought the one about being late, but I forgot my excuse about being born."

A Practical Prayer.

Nancy was saying her prayers. "And, please God," she petitioned, "make Boston the capital of Vermont."

"Why, Nancy!" exclaimed her shocked mother. "What made you say that?"

"'Cause I made it that way on my examination papers today and I want it to be right."—*American Legion Weekly.*

Not Booming.

"I did not see you mentioned in connection with the presidency of the Department of Superintendence."

"No," said Supt. Goodsense, "I'd rather be inconspicuous in connection with a position I hold than to be prominent in connection with one I'll probably never get."

OH, WHY?

William F. Kirk.

Oh, why should the teachers sit out in the bleachers

When up in the grandstand is where they belong?

We owe a concession to this great profession And while we withhold it our system is wrong— Their firm hands are leading the youth of the nation,

Their keen minds are guiding young minds on their way,

And if duty well done deserves fair compensation Why are not our school teachers getting more pay?

Ten splendid instructors in any great college May earn, in the aggregate, annual pay Which yields them as much for their wisdom and knowledge

As a heavyweight prizefighter earns in one day! Dear Taxpayer, answer this question by action— This question that cries for an answer from YOU:

If rewards come to such as give most satisfaction, Why are not our school teachers getting their due?

—Exchange.

His Reason.

The School Nurse—Did you open both windows in your sleeping room last night as I ordered?

Pupil—No, ma'am, not exactly. There's only one window in my room, but I opened it twice.

The Shortage of Teachers.

An Ohio man whose son was an applicant for a position in the Federal civil service, but who had been repeatedly "turned down," said:

"It's sure hard luck, but Bill has missed that civil service again. It looks like they just won't have him, that's all!"

"What was the trouble?" asked the friend. "Well, he was kinder short on spellin' and geography, an' he missed a good deal in arithmetic."

"What's he going to do about it?"

"I don't know," said the father. "Times are not so good for us, an' I reckon he'll have to go back to teachin' school for a livin'."

A drawing master, who had been worrying a pupil with contemptuous remarks as to his want of skill in the use of the pencil, ended by saying:

"If you were to draw me, for example, tell me what part you would draw first?"

The pupil, with a significant meaning in his eye, looked up into his master's face and quietly said:

"Your neck, sir."

A Sore Spot With Him.

The teacher was addressing his pupils on the subjects of laziness and idleness.

He drew a terrible picture of the habitual loafer—the man who dislikes to work and who begs for all he gets.

"Now, John," said the teacher to a little boy who had been very inattentive during the lesson. John was instantly on the alert.

"Tell me," continued the teacher, "who is the miserable individual who gets clothes, food and lodging, and yet does nothing in return?"

John's face brightened.

"Please, sir," said he, "the baby."—*Ladies' Home Journal.*



Cutting Out the Slang Stuff.

"You don't talk like a college graduate, Mr. Spink."

"No, I've gradually broken myself of the habit by cultivating people who speak good English."—*Brownings.*

BUYERS' NEWS COLUMN

DEATH OF MR. HANNA.

Mr. W. J. Hanna, who is well known among schoolmen in the Middle West, died suddenly on December 30th, at the home of his son, R. A. Hanna.

Mr. Hanna was for many years senior salesman for A. J. Nystrom & Company, school map publishers of Chicago. He led a very useful and active life and in the course of his travels, came into contact with thousands of teachers and superintendents. He was buried in Lincoln, Neb., his old home.

Removes Plant to Brooklyn.

The American Crayon Company has removed its eastern office from Waltham, Mass. to New York City, in order to centralize its eastern domestic and foreign trade. The new office is located in the Bush Terminal Sales Building and the stock rooms are located in the Bush Terminal at Brooklyn.

The eastern offices of the firm are in charge of George E. Parmenter, vice-president of the firm and the stock and shipping rooms are in charge of Sherman L. Parmenter.

The new arrangement makes it possible to locate the headquarters for all salesmen in the New York offices and to greatly improve the prompt shipment of crayons and other products of the firm. The Bush Terminal Buildings are well known as the most modern and best equipped merchandise structures in the east.

The chemical laboratories of the firm have been located in the Bush Terminal so as to be accessible to the eastern offices. They are in charge of Dr. Frederick L. Dunlap, D. Sc., who was for many years associate chemist in the Bureau of Chemistry for the United States Government.

A NEW FOUNTAIN HEAD.

A most valuable contribution to the sanitary equipment of school buildings is a new type of drinking fountain recently put on the market by Rundle-Spence Mfg. Co., Milwaukee.

Tests made in the laboratory of medical bacteriology at the University of Wisconsin showed that the vertical column of water in the drinking fountain is as dangerous as the common drinking cup. Similar experiments made by Dr. H. A. Whitaker, of the Minnesota State Board of Health that all of the 77 bubbling fountains at the University of Minnesota contained germs and were capable of transmitting to the mouth of the consumer communicable diseases.

Following these findings, the Rundle-Spence Mfg., undertook to develop a drinking fountain with a solid stream of water. The tests included fountains producing a stream varying from twenty to fifty degrees. The final result has been a type of nozzle set at a permanent angle that insures comfortable drinking and prevents entirely the fouling of the water from any contamination of the nozzle itself. The nozzle is so arranged that it cannot be used unless sufficient water pressure is allowed to prevent the sliding down of the stream upon itself.

Detailed information about the new fountain, the tests which finally led to its adoption, etc., may be obtained by addressing the firm at Milwaukee, Wis.

SLATE DATA AVAILABLE.

The Structural Slate Company, Pen Argyl, Pa., has just issued a valuable pamphlet on structural slate for the use of architects, school board officers, and others interested in building construction and equipment. The pamphlet contains accurate, concise information on the commercial grading and standard finishes of structural slate such as is required by persons who are responsible for the installation and specification of slate in buildings. The origin, structure and characteristics of slate are included in the pamphlet and facts concerning the quarrying and melting are presented.

The booklet which is fully illustrated will be sent to anyone interested.

The schools of Batesville, Okla., issue an eight-page, monthly sheet under the title of Batesville Public School News. The sheet lists all the activities of the different departments of the schools and also personal items about the students, instructors and supervisory staff.

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Hamilton Manufacturing Co.

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(See pages 84 and 85)
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American Seating Co.
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DIPLOMAS
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Educational Supplies Co.

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Norton Door Check Co.

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Devoe & Reynolds

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United Pump & Power Co.
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Waterman-Waterbury Co.

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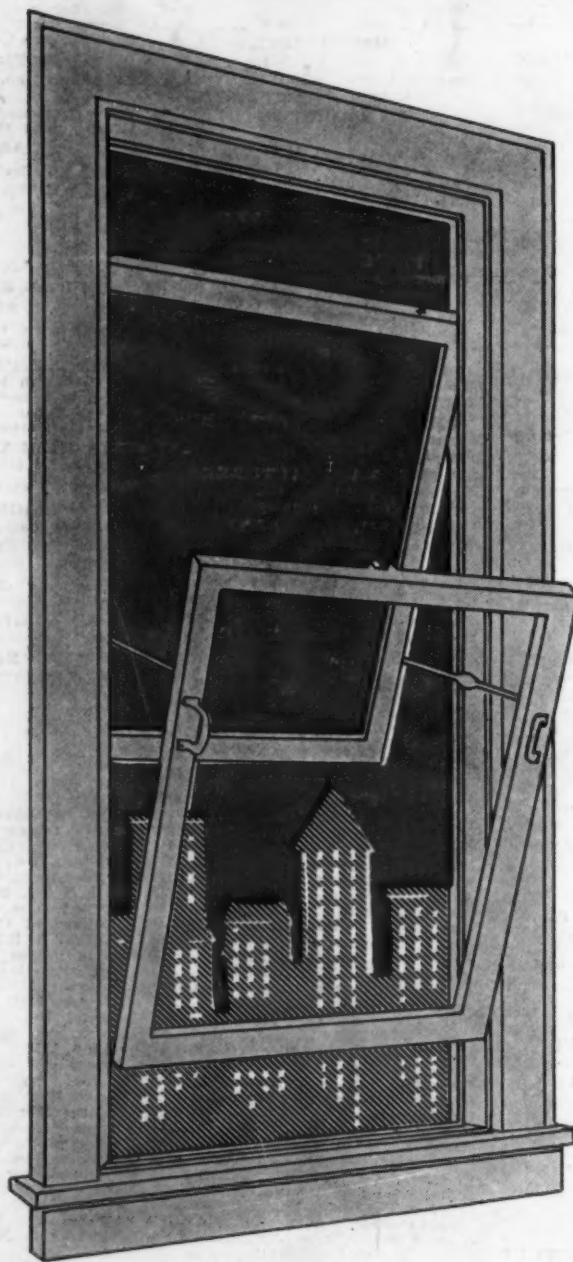
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